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ABSTRACT

The report presents a resume of professional development projects in vocational education, supported pursuant to Section 553 of Part F of the Education Professions Development Act. The projects are listed by State, and the names and addresses of the State Director of Vocational Education and the State Part F Coordinator are cited for each State. The project resumes are being published to provide information about the various activities that have been an outgrowth of the provisions of the Act and to stimulate further activity along these lines. (Author/AG)

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A PRELIMINARY SURVEY OF PROFESSIONAL DEVELOPMENT PROGRAMS FUNDED UNDER SECTION 553, EDUCATION PROFESSIONS DEVELOPMENT ACT

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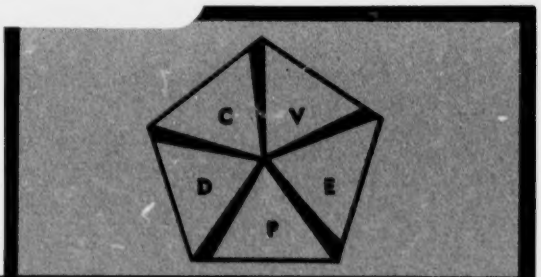

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH
1973

THE CENTER

John K. Coster, Director

The Center for Occupational Education at North Carolina State University at Raleigh is a research and development center established in 1965 under the provisions of the Vocational Education Act of 1963. The Center has been established as an integral unit within the School of Education at North Carolina State University, and its major programs are supported by contracts with the National Institute of Education. The Center has as its mission the provision—through research, development, and related activities—of a continuing contribution to the improvement of occupational education. The major research and development programs of the Center focus on the relationship of occupational education to its context or environment. The frame of reference for occupational education includes its relationship to regional economy, politics, and the employment or work environment. In addition to its primary programs, the Center also maintains a Division of Special Service Projects which provides the capability for flexible action within the Center's overall mission. Funding for these projects is not maintained through the Center's federal grant, but rather negotiated on a project-by-project basis with the contracting agencies.

CAREER AND VOCATIONAL EDUCATION PROFESSIONAL DEVELOPMENT SERIES

Mollie W. Shook, Series Editor

This series is published by the Center for Occupational Education, North Carolina State University at Raleigh, as a service of the Career Education Branch, Paul A. Manchak, Chief, National Center for the Improvement of Educational Systems, U. S. Office of Education.

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A PRELIMINARY SURVEY OF PROFESSIONAL DEVELOPMENT PROGRAMS FUNDED UNDER SECTION 553, EDUCATION PROFESSIONS DEVELOPMENT ACT

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Editor

Center for Occupational Education

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Career and Vocational Education Professional Development Report No. 6

CENTER FOR OCCUPATIONAL EDUCATION
North Carolina State University at Raleigh

1973

Project No. 02-2591
Grant No. OEG-0-72-4676(725)

PREFACE

This report presents a resumé of professional development projects in vocational education, supported pursuant to Section 553 of Part F of the Education Professions Development Act. Section 553 provides funds to augment existing professional development programs in the several states, with special emphasis on needs created by the Vocational Amendments of 1968. A significant feature of Section 553 is that it requires each state to assess carefully its professional development needs in vocational education and to survey gaps which must be closed if the basic provisions of the Vocational Education Amendments are to be fulfilled. This section of the Act has provided the basis for State Divisions of Vocational Education to exert a strong influence on the direction of professional development in the states.

The projects cited in this report are projects and sub-projects developed pursuant to the provisions of this Act. The resumés are being published to provide information about the various activities that have been an outgrowth of the provisions of the Act and to stimulate further activity along these lines. Some projects may be classified as innovative, others may not. In all instances, there was a serious attempt to identify needs and develop programs to meet the identified needs.

A subsequent publication of the Center, entitled The Impact of Vocational Education Development Programs, will be directed more succinctly to isolating the more specific strategies which have been followed in order to alter the course of professional development in education.

The Center and the Editor would like to take this opportunity to thank each of the Part F Coordinators for preparing his materials for inclusion in this survey. Special thanks are also due Mrs. Olive Maynard of the Center staff for her assistance in styling and typing this manuscript.

John K. Coster
Director

TABLE OF CONTENTS

	Page
PREFACE	ii
ALABAMA	1
ARIZONA	4
ARKANSAS	5
CALIFORNIA	9
COLORADO	15
CONNECTICUT	15
FLORIDA	16
GEORGIA	18
HAWAII	20
ILLINOIS	21
INDIANA	22
IOWA	24
KANSAS	29
KENTUCKY	31
MASSACHUSETTS	35
MINNESOTA	37
MONTANA	55
NEBRASKA	56
NEVADA	59
NEW HAMPSHIRE	62
NEW JERSEY	66
NORTH CAROLINA	68

	Page
NORTH DAKOTA	69
OHIO	70
OKLAHOMA	72
OREGON	73
PENNSYLVANIA	75
RHODE ISLAND	78
SOUTH CAROLINA	80
TEXAS	81
UTAH	92
WASHINGTON	93
WEST VIRGINIA	104
WISCONSIN	105
VIRGIN ISLANDS	106

ALABAMA

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1. Institute for Vocational Personnel - Career Development

This sub-project was a cooperative project between the Vocational Division of the State Department of Education and the Tuscaloosa City Board of Education. Thirty-three vocational teachers participate in this one-week institute. The project objectives were accomplished to a high degree as reported in the evaluation. The objectives were to:

(a) introduce participants to the various kinds of problems facing youth today and the ways in which career education can contribute toward the alleviation of these problems;

(b) develop expertise in a variety of instructional methods and techniques for implementing a career education program;

(c) develop objectives for incorporating career education concepts into the vocational classroom and for integrating these concepts into the present curriculum in other instructional fields; and

(d) develop for each participant an up-to-date expertise on the subjects of career education and career development.

2. Career Education Workshop for Classroom Teachers, Counselors and Administrators

The sub-project was a cooperative effort between the Career Education Committee of the State Department of Education, the Vocational Division of the State Department of Education, the College of Education of the University of Alabama, and twelve school systems. Application forms were sent to all school systems in the state informing them of the two two-week workshops to be conducted with a task force of five persons from six systems in each workshop.

The interdisciplinary State Department of Education Committee of the State Department of Education in cooperation with the Project Director developed the criteria and selected the systems from the applications received. The task force from each system consisted of (a) a key elementary school teacher; (b) a key middle or junior high school teacher; (c) a key senior high school teacher or vocational teacher; (d) a school counselor or guidance director; and (e) an administrator or central office supervisor.

The instructional program and activities centered around four elements: (a) career education and career development concepts; (b) program planning, evaluation and the writing of behavioral objectives; (c) curriculum and career information materials and the modification of teaching units to increase career awareness and career cluster exploration; (d) group guidance skill development. Field visits to area vocational centers and state technical institutes were included in the program to increase the participants' awareness of vocational education opportunities. The objectives of the workshops were based on the need to acquaint school personnel at various levels with some of the basic concepts and goals of career education and provide them with assistance in developing programs, materials and methods for implementing the concepts.

The anticipated outcomes of the workshops were that:

(a) career education would be established in twelve school systems;

(b) the task forces would be provided with basic information regarding career education concepts and the goals of career education;

(c) the teams would be introduced to methods of planning and evaluation and to a variety of materials and activities that have been developed for use in career education programs; and

(d) the teams would be stimulated to begin planning and developing programs and materials to implement career education concepts in their school systems.

The actual outcomes of the workshops closely approximated those anticipated. Sixty Alabama educators, representing twelve public school systems, were provided with an intensive orientation to a new and important movement in education.

3. Institutes for Vocational Personnel and Industrial Arts Teachers in "The World of Construction" and "The World of Manufacturing"

This sub-project was developed by Alabama A & M University to meet the in-service needs of teachers of Vocational Education and Industrial Arts in the instructional areas of construction and manufacturing. The total cost of these workshops was $10,899.00, with EPDA funding for $5,000.00 and the remaining cost borne by A & M University.

This project consisted of two three-week institutes, classroom instruction, field trips and hands-on experiences to familiarize the participants with modern techniques in the construction and manufacturing clusters and to help them gain insights into the development of career education programs. The institutes were structured to consider individual differences in the vocational competencies of the participants. The instructors followed the outline of the curriculum project from Ohio State University entitled "The World of Manufacturing and the World of Construction." The institute staff attended a one-week seminar at Ohio State University in preparation for the institute.

4. Workshop for Professional Development of Vocational Teachers of Handicapped Students

This sub-project was conducted cooperatively by the three services of the State Department of Education, which are concerned with the education of handicapped students: namely, Vocational Education, Special Education, and Vocational Rehabilitation. The objectives of this two-day workshop were to:

(a) develop a more professional relationship between Vocational Education, Vocational Rehabilitation and Special Education teachers in training the handicapped;

(b) coordinate instructional and academic curriculum between the three divisions to assist vocational teachers in developing a quality training program for the handicapped;

(c) establish each division's responsibility in training and rehabilitating the handicapped;

(d) strengthen the professional staff of each division by enabling them to enhance ideas and methods of working with handicapped students; and

(e) develop and understand appropriate reporting forms to evaluate the progress of students.

The theme of the workshop was "Building Better Bridges for the Handicapped." The program consists of speakers for general sessions and task force leaders for small group meetings on specific topics. The evaluation showed that the objectives of the conference were achieved to a high degree.

5. Learning Resource Center Manager Workshop

This sub-project was conducted as a part of the Distributive Education Interstate Curriculum Consortium. This projected a workshop designed to prepare professional personnel, competent in the necessary specific techniques, teaching devices, and pedagogy, to carry out the instructional process.

Through this one-week workshop, fifteen selected Distributive Education teachers had "hands-on" experiences related to performance in a learning manager role through curriculum packets in a model classroom situation.

The modified objectives of this workshop were:

After participating in a workshop, the learning manager will demonstrate his ability to use learning activity packets as a means of individualizing instruction for development of career competencies by:

a. Identifying LAPS (Learning Activity Packets).
b. Identifying purposes for LAPS.
c. Relating the learner manager's section of LAPS to that of a student learner's section of LAPS.
d. Using LAPS as a method of instruction.
e. Analyzing the strong and weak points of LAPS as a means of instruction.
f. Developing (simplified) LAPS.
g. Evaluating the process and the product involved in LAPS.

The workshop report stated that the anticipated modified objectives and the actual outcomes were the same.

ARIZONA

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State Board for Voc. Ed.
State Department of Education
Phoenix, Arizona 85007

1. Institute for Guidance, Counseling, Administrative, Supervisory and Teaching Personnel in Vocational Programs for Chicano Students at the Secondary or Post-Secondary School Level

Director of Program: Adalberto M. Guerrero
Romance Languages Department
University of Arizona

Participants: 65

A two-week institute will be held at the University of Arizona, June 18-29, 1973. Fifty counselors, teachers, supervisory and administrative personnel from Arizona, California, and New Mexico will be selected to participate at the institute. A large majority of the participants will be selected from schools throughout Arizona and a representative number will be selected from the other two states. Also participating will be fifteen Mexican-American students who will be used as lab assistants.

The basic purposes of the institute are: (a) to give the participants extensive and comprehensive career information upon which more effective guidance and counseling may be based; (b) to make the participants more aware of the cultural differences and needs of the Spanish-speaking students and potential students; and (c) to provide a new orientation for special approaches and programs for vocational and technical education to meet the needs of Spanish-speaking students.

2. A Series of Clinics for Updating Skills of Administrators, Supervisors and Teacher Educators in Planning Vocational Education Programs That Are Accountable

Director of Program: Margaret V. Barkley, Department of Home Economics, Arizona State University in cooperation with University Extension, A.S.U., Tempe, Arizona, Department of Education, Division of Vocational Education, University of Arizona and Northern Arizona University

Participants: 135

Three clinics will be held in March, 1973, at three different geographic locations--Flagstaff, Tucson and Tempe--so that administrators, department chairmen, supervisors, county coordinators, local directors and teacher educators for northern, southern, and central Arizona will have an opportunity to up-date their skills in planning vocational programs. Follow-up clinics will be held at the same locations to complete the planning of the vocational programs for the respective local situations. The basic purposes of the clinics are to give assistance so that at the end of the clinics participants will be able to: (a) formulate performance objectives; (b) list some inputs and outputs in their programs and be able to identify ways of evaluating them; (c) determine the relationships between vocational and career education; (d) apply the decision-making process to common problems in vocational education; and (e) submit a plan for vocational education in their particular situation. In order that these objectives may be accomplished, two consultants and the director, plus one from Northern Arizona University and one from the University of Arizona will assist the participants in the process of planning. Individual conferences also will be possible for participants so they can have their unique problems considered.

Students, therefore enrolled in vocational and career education will have the benefit of relevant programs based upon performance objectives against which students can measure their own progress.

ARKANSAS

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State Part F Coordinator

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1. Career Development Institute for Counselors in Local Schools

Director of Program: Dr. Joel Keeter, State College of Arkansas
Conway, Arkansas

Proposed Duration: April, 1973 - June, 1973

Need

Since counseling and guidance are an integral part of all education and more particularly the occupational aspects, it appears that some short term institutes should be provided for selected counselors in order that they may become more knowledgeable of the newer facets, concepts, and innovative endeavors in operation, and therefore serve as change agents in implementing the career concept in their schools. Also, counselors should be made aware of the importance of exerting their influence in organizing courses to meet the needs of the handicapped and disadvantaged students. Moreover, since many counselors have had very limited work experience, this institute will be structured in such a manner as to provide the counselors with a broader insight of the real world of work.

Objectives

The general objective of this project is to make available to the counselors information concerning recent developments in the world of work and career development. With this type of experience, it is believed that the counselor will be able to develop and implement a local model for career development. More specifically, the objectives of this institute are to: (a) increase counselor awareness of the newer facets, concepts and innovative endeavors currently in operation in career development, (b) provide counselors with a broader insight of the real world of work and personnel practices in industry, (c) make counselors more knowledgeable of manpower needs and occupational requirements, and (d) develop change agents to assist in the implementation of career education on the local level.

Activities

This program will involve c. 45 counselors in the state. Participants will be selected in late April. The central core of the project will involve a three-week institute in June. The first phase will involve intensive training regarding (a) new trends in the career development movement, (b) vocational programs available, (c) manpower agencies, and (d) future manpower demands.

During phase 2 of the institute, the participants will be assigned "on-site visits" to industries, businesses, apprenticeship programs, vocational-technical training sites and to work with vocational state staff.

Each participant will develop a plan of action for working with business and industry in the local community and will serve as a career education change agent in the local school. Periodic contact will be made with these counselors to determine the progress they have made and to assist them with problems which may have developed.

2. Developing Personnel to More Adequately Work With the Disadvantaged and Handicapped

Director of Program: Robert C. Haynie
University of Arkansas at Pine Bluff

Proposed Duration: March, 1973 - June, 1973

Need

There is a real need for a project to improve problem conditions of school personnel responsible for designing and implementing programs for disadvantaged and handicapped students. This project will provide special training for participants and alleviate many of the conditions existing at the present time. Consequently, the continuity of disadvantaged and handicapped programs in Arkansas will be greatly improved. The basic problem facing school administrators, counselors, teachers, supportive personnel, and school boards is how to successfully implement programs for the employability of these youth.

Objectives

The major purpose of this workshop is to more adequately prepare professional personnel in the local schools to effectively work with disadvantaged and handicapped individuals. The project will be designed to set forth viable alternatives, procedures, recommendations, and accountability measures to assist school administrators and their supportive personnel in developing approaches for increased employability for rural disadvantaged and handicapped youth. Specific objectives have been developed for the participants.

Activities

This workshop will involve some 75 participants. These participants will consist of an administrator, counselor, and vocational teacher in some 25 schools from rural economically depressed areas of Arkansas.

The team of participants from each school will prepare a plan of action for planning, initiating, promoting and evaluating special programs and services for the disadvantaged or handicapped students in their local school. Changes in the local school curriculum should be much more effective as a result of this team endeavor. Furthermore, there will be three follow-up seminars conducted during the following school year to report on the progress being made with the plan of action and to provide assistance with problems which may have occurred in implementing the plan.

Teacher educators from other institutions will be providing assistance in carrying out this personnel development activity; therefore, each of these teacher education departments would be enriched as a result of this project.

3. Institute for Supervisory Teachers of Agricultural Education

Director of Program: Robert Crawley
Arkansas Department of Education

Proposed Duration: March - April, 1973

Need

There is a great need to provide additional professional development for supervisory teachers of agricultural education in order that they might more adequately train prospective teachers. During this practicum period the supervisory teacher has the responsibility of providing effective leadership for these prospective teachers.

Prospective teachers of agricultural education will, as a general rule, teach as their supervisory teachers have demonstrated to them Therefore, it is essential that these supervising teachers possess competencies in the latest methods and techniques appropriate for teachers of agricultural education. Moreover, it is important that there exist a commonality and consistency of the instruction and supervision being provided to prospective teachers while in their practicum.

Objectives

This proposed institute would coordinate the efforts of the supervisory, administrative and educational echelons of agricultural education in Arkansas for the purpose of more adequately preparing teachers to assume their roles in local communities.

The objectives of the institute are to: (a) establish common guidelines for the conduct of student teaching between the State Department of Education, supervising teachers and teacher educators; (b) establish with supervising teachers a plan for implementing consistent uniform methods and techniques to be utilized in preparing prospective teachers; (c) establish responsibilities and duties for supervision of student teachers for state staff, supervising teachers and teacher educators.

Activities

This three-day institute will involve the teacher educators, state supervisors, and some 40 local teachers. These local teachers will consist of approved supervisory teachers and some first and second year teachers. It would appear that these teachers who have recently completed their practicum could provide considerable input for this personnel development activity.

Prior to last spring, it had been some six years since even a limited endeavor had been made to assist these supervisory teachers in their

leadership role. In April, 1972, an institute was conducted for the teacher educators, state supervisors, and 31 local teachers. It is anticipated that the remaining supervisor teachers of agricultural education will receive some leadership development training during this second institute.

CALIFORNIA

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State Part F Coordinator

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State Board for Voc. Ed.
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Sacramento, California 95814

1. In-Service Program Concerning the Relationship of Existing Agricultural Instructional Programs to Acceptable Environmental Practices

Director of Program: Mr. Ugo P. Lea, Chairman, Agricultural Department, Modesto Junior College

Participants: 50 teachers

Duration: July, 1972 - December, 1972

Student Target Group - Educational Level--senior high, post-secondary vocational; Ethnic Background--Spanish-surnamed American, disadvantaged whites; Urban/Rural Background--rural-other; Special Characteristics--economically disadvantaged, migrants, bilingual.

Geographic Area - Regional

Purpose or Objectives - This project is proposed for the purpose of developing an understanding of the implications of ecological and environmental problems in the field of agriculture for those persons involved in agricultural instructional programs. Participation in this in-service program would up-date the knowledge of practicing vocational agriculture instructors at the secondary and junior college levels concerning the relationship of existing agricultural instructional programs to acceptable environmental practices.

2. Pre-Service Teacher Education, Allied Health Occupations

Director of Program: Dr. Melvin L. Barlow, Director, Division of Vocational Education, University of California at Los Angeles

Participants: 45 teachers, 45 supervisors, 30 administrators, 90 pupil personnel specialists, 240 hospital personnel

Proposed Duration: January, 1972 - June, 1973

Student Target Group - Educational Level--junior high, senior high, post-secondary vocational; Ethnic Background--no particular ethnic focus; Urban/Rural Background--no particular geographic focus; Special Characteristics--economically disadvantaged.

Geographic Area - Local (Statewide).

Purpose or Objectives - This program will provide funds to extend the Secondary School Allied Health Program (presently conducted by the Division of Vocational Education, University of California, in four California high schools in grades 10, 11 and 12) by placing a special emphasis upon preparation of teachers for Allied Health Programs throughout the state. In order to replicate the pilot and demonstration program in other areas, it is necessary to provide an extensive pre-service program for potential instructional and supportive personnel. It is the intent of this project to prepare a minimum of 450 school, hospital and community personnel who will initiate secondary school allied health programs in at least 15 school districts by September 1973.

3. I. Service Training for Instructors of Human Service Occupation Program

Director of Program: Dale Flowers, Head, Department of Community Development, University of California/Santa Cruz

Participants: 50 teachers Time: July, 1972

Student Target Group - Educational Level--post-secondary vocational, adult; Ethnic Background--no particular ethnic focus; Urban/Rural Background--central city, other urban areas, rural-other; Special Characteristics--economically disadvantaged, bilingual.

Geographic Area - Regional

Purpose or Objectives - A one-week in-service training workshop will be offered for eight hours a day (40 hrs.) during the summer, 1972, for approximately 50 participants. In addition, two regional workshops will be held during the 1972-73 academic year so that summer workshop participants will have a chance to evaluate their summer work and its relevancy as applied to their positions, and to permit modification or redesign of the model developed at the workshop for use in training of additional agency personnel and community college educators. Extensive use will be made of audio-visual materials, including video-taping group discussions and individual demonstrations, so that people can see themselves as others do. Heavy emphasis will be on development of measurable objectives, and working with the disadvantaged and cultural minorities.

4. Career Guidance Training 72

Director of Program: John E. Young, Occupational Education Programs for High Schools, Pasadena City College

Participants: 15 teachers, 2 supervisors, 16 pupil personnel specialists

Duration: July, 1972 - August, 1972

Student Target Group - Educational Level--upper elementary grades, junior high, senior high; Ethnic Background--no particular ethnic focus; Urban/Rural Background--no particular geographic focus; Special Characteristics--none.

Geographic Area - Regional

Cooperating Agencies - Jet Propulsion Laboratory; Southern California Edison Company

Purpose or Objectives - The 1972 JPL Career Guidance Training Program will give school teachers, counselors, and administrators an opportunity to learn about, participate in, and analyze a broad range of professional, technical, skilled, and semi-skilled occupations. The program is designed to help educators to counsel and guide students in exploring and choosing careers. Educational personnel will spend six weeks working side by side with JPL employees. Participants will move from one work station to another and will survey a wide range of careers.

5. World of Construction/World of Manufacturing Teacher Institutes

Director of Program: Dr. Irvin T. Lathrop, Chairman, Department of Industrial Education, California State University/ Long Beach

Participants: 75 teachers, 3 supervisors, 2 administrators

Duration: First workshop--July 31, 1972 - August 11, 1972; Second workshop--August 14, 1972 - August 25, 1972

Student Target Group - Educational Level--junior high, senior high; Ethnic Backgroun--no particular ethnic focus; Urban/Rural Background--central city, other urban areas, suburban, rural-other; Special Characteristics--handicapped, gifted.

Geographic Area - National

Purpose or Objectives - This project is an institute to prepare non-vocational personnel to teach the World of Construction and the World of Manufacturing programs in the public schools. It is designed to give public school teachers vocational awareness and occupational guidance information that they can take back to their classrooms. It also is designed

to equip teachers with the special skills and knowledges necessary to teach the activity portions of these two programs.

6. Professional Development Series for Work Experience Education

Director of Program: Anthony L. Thele, California Polytechnic State University, San Luis Obispo

Participants: 700 work experience coordinators

Proposed Duration: Four workshops--#1 - October 2, 1972 - December 1, 1972; #2 - October 2, 1972 - December 14, 1972; #3 - February 12, 1972 - April 13, 1973; #4 - February 12, 1973 - April 26, 1973

Student Target Group - Educational Level--senior high, post-secondary vocational; Ethnic Background--no particular ethnic focus; Urban/Rural Background--no particular geographic focus; Special Characteristics--economically disadvantaged, migrants, bilingual, handicapped, gifted.

Geographic Area - Local (Statewide)

Purpose or Objectives - This is a continuing project. In 1971-72 California Polytechnic State University, through an EPDA Project, sponsored a statewide in-service training program attended by 900 instructors. The emphasis of this program was to provide basic operational information to these educators. Because of the success of this program and because of requests for, and the necessity of, more in-depth in-service training, and the passage of seven legislative bills this year which directly affect work experience education, California Polytechnic State University has expressed its continuing desire to provide these educators with further in-service training in work experience education. In addition, California Polytechnic State University would like to initiate a program of in-service training for community college personnel involved in work experience education programs. Currently there is no in-service or pre-service training available for these educators.

7. In-Service Training for Vocational Education Personnel in Programs for the Handicapped

Director of Program: Richard E. Whiteman, Dean of Vocational Education, Cerritos Community College, Norwalk, California

Participants: 305 teachers, 35 supervisors, 90 administrators, 80 pupil personnel specialists, 30 Other (County School Officers)

Proposed Duration: October 10, 1972 - April 24, 1973

Student Target Group - Educationl Level--senior high, post-secondary vocational; Ethnic Background--no particular ethnic focus; Urban/Rural Background--no particular geographic focus; Special Characteristics--handicapped.

Geographic Area - Local

Purpose or Objectives - This project will involve in-service training workshops/conferences for 90 administrators, 65 supervisors, 305 teachers, and 80 counselors. These in-service training workshops/conferences will provide a much needed analysis of the relationships between existing secondary school programs for handicapped students and new vocational education programs for the handicapped at the community college level. The Cerritos College EPDA Project #19--64360-EF053-72 (which provided in-service training for vocational education personnel to initiate, expand, and improve on-campus programs for physically handicapped students) uncovered a need for better coordination between secondary school programs for the handicapped and new programs being developed by community colleges.

8. California Teacher Training Workshop and Work Experience Program in Hospitality Education

Director of Program: Warren R. White, Assistant Dean of Instruction, City College of San Francisco

Participants: 64 teachers, 2 supervisors, 3 administrators, 2 pupil personnel specialists, 4 aides or paraprofessionals, 3 teacher trainers, other - 2 mental retardation specialists

Duration: First workshop - June 19, 1972 - July 17, 1972; Second workshop - July 7, 1972 - August 2, 1972

Student Target Group - Educational Level--senior high; Ethnic Background--Negro or black, Spanish-surnamed American, Other - Oriental; Urban/Rural Background--central city, suburban, no particular geographic focus; Special Characteristics--economically disadvantaged.

Geographic Area - National

Cooperating Agencies - San Francisco State College

Purpose or Objectives - To provide a series of in-service workshops for high school educators which will enable them to initiate and conduct, or improve, occupational programs for students who would benefit from training as an introduction to the world of work and equip them with entry level skills for employment or to advanced training related to career ladders in the hotel, restaurant and institutional industries.

9. Pilot Program--Master's Degree in Vocational Education for the California State College System

Director of Program: Dr. C. Thomas Dean, Dean, School of Applied Arts and Sciences, California State College at Long Beach, California

Participants: 15 teachers, 15 supervisors, 15 administrators, 5 teacher trainers, 15 coordinators (other)

Proposed Duration: September, 1972 - June, 1973

Student Target Group - Educational Level--senior high, post-secondary vocational, adult; Ethnic Background--no particular ethnic focus; Urban/Rural Background--central city, other urban areas, suburban; Special Characteristics--economically disadvantaged, handicapped.

Geographic Area - National

Purpose or Objectives - This is the continuation of Phase II of a three-phase project. Phase I consisted of the planning phase currently nearing completion. It was during this phase that the curriculum was developed and necessary steps taken for implementation. Phase II consists of offering the instruction requisite for the graduate program including the Master of Arts in Vocational Education. The curriculum as planned consists of a core of four three-unit courses in Vocational Education plus one three-unit course in research techniques. Some elective courses in Vocational Education are planned while many electives may be selected from other schools and departments of the college to reflect the inter-disciplinary program goals of the college.

10. Vocational Education for the Multi-Cultured and Educationally Disadvantaged Students - A Development of Teaching Strategies

Director of Program: Dr. Irvin T. Lathrop, Chairman, Industrial Education, California State University at Long Beach

Participants: 36 teachers

Proposed Duration: March 3, 1973 - May 5, 1973

Student Target Group - Educational Level--junior high, senior high, post-secondary vocational; Ethnic Background--no particular ethnic focus; Urban/Rural Background--central city, other urban areas, suburban; Special Characteristics--none.

Geographic Area - Local

Purpose or Objectives - This program will attempt to develop an awareness within the participants as to the cultural differences of the students, acquaint teachers with the behavioral patterns of disadvantaged youth and adults, and develop an awareness of new and innovative approaches to teaching the disadvantaged. In addition, the participants will develop a booklet for identifying learning needs and suggestions for implementing programs for the disadvantaged, as defined, in vocational education. The participants will become acquainted with ethnic minority groups through direct contact and personal experiences gained by visiting various community projects.

COLORADO

State Director of Vocational Education	State Part F Coordinator
Mr. M. C. Linson State Board for Vocational Education 207 State Services Building Denver, Colorado 80203	Dr. M. G. Hunt State Board for Voc. Ed. State Department of Education Denver, Colorado 80203

1. An Internship Program for the Training, Exchange, and Transition of Vocational Education and Business, Industry, Agricultural and Government Personnel

This project was operated for two years at Colorado State University with 13 enrolees each year. One of the end products of the internships was the revised "Guide for Professional Internships - Vocational Education."

2. Coordinated Occupational Internship for Experienced Vocational Teachers and Counselors in Colorado

This project was operated for one summer at the University of Northern Colorado with 20 enrolees. The program was quite successful.

3. Professional Career Development--An Undergraduate Career Counseling, Placement Program for Prospective Vocational Education Teachers

The program has been in operation at the University of Northern Colorado this year and was designed to help improve and reform teacher preparation. More than 80 persons have participated in determining effective alternatives to current educational practices.

CONNECTICUT

State Director of Vocational Education	State Part F Coordinator
Mr. Joseph F. Murphy State Office Building P. O. Box 2219 Hartford, Connecticut 06115	Mr. Sidney Cohen State Board for Voc. Ed. State Department of Education P. O. Box 2219 Hartford, Connecticut 06115

1. Cooperative Exchange Program with Industry for Vocational Education Professional Personnel for the past summer and planned again for this summer for 20 participants to work in related industry for six weeks. Many unexpected dividends from this interaction of business and industry and education.

2. Undergraduate fellowship program for eight veterans in varied vocational fields. Program scheduled for another year and will gradually be assimilated into regular ongoing undergraduate baccalaureate programs for vocational education professional personnel at the college which has major responsibility for training teachers for vocational-technical education.

3. Pilot project wherein related instruction teachers are oriented to instruction in six skilled trades with on-hands experience in the shops one night a week for 30 weeks--coupled with seminars--and the shop teachers are oriented to instruction and curriculum of related instruction in mathematics, science and other academic disciplines. The skilled trade teachers are part of the seminars with the related instructors, allowing for interchange of knowledge and a better understanding of the total educational experiences of the students.

4. Career education is being supported on two fronts. Counselors had a follow-up three-day institute in September (of program from previous year), followed up by one day per month seminars culminating in a final two-day workshop programmed for May. The second front is for teachers working in career education programs in two local education agencies. Professional development is part of the three large exemplary programs for career education throughout the State of Connecticut.

5. New methods of teaching business education for an automated office will take place in March in a workshop institute.

6. The development of leadership for advisors of youth groups in all the areas is programmed for the last week of March of this year.

7. Post-secondary administrators and supervisors will be involved in a workshop institute for Planning Vocational Education Using Management by Objectives Techniques.

FLORIDA

State Director of Vocational Education

Dr. Carl W. Proehl
Assistant Superintendent for Vocational, Technical & Adult Education
State Department of Education
Capitol Building
Tallahassee, Florida 32304

State Part F Coordinator

Mr. Walter Wray
State Board for Voc. Ed.
State Department of Education
Tallahassee, Florida 32304

1. Dade County Pilot Training Program for Occupational Specialists

Utilizing EPDA-F funds, in conjunction with local funds, Dade County developed a training program for occupational specialists which serve as a model for other populous counties in the state. The Dade program places strong emphasis on experiential versus didactic training.

Trainees are exposed to a maximum of on-the-job internship experiences and a minimum of lectures. Learning materials consist of compact, competency-based modules derived from clear-cut objectives and evaluated by criterion-referenced instruments.

The Dade program consists of 24 weeks (900 hours), beginning with a two-week intensive orientation phase which is followed by a 22-week internship period during which the trainees complete 26 seminars of three hours each; 18 individualized learning modules; 250 hours of visitation to schools, vocational centers, business, industry, and community agencies; and 300 hours of on-the-job internship working directly with students in schools and centers.

The learning modules derived from this project have been evaluated by numerous personnel in the Department of Education and the consensus is that they are excellent examples of the management by objectives approach to learning. These modules are being reproduced by the state and made available upon request to all who are interested. Interest has been expressed not only by those concerned with the training of occupational specialists, but also by others involved in the modular approach to performance-based teacher training.

Progress reports and on-site evaluations by state personnel indicate that the Dade program has been successful. Proof of this is best attested by the acceptance of the trainees in the district school system and the continued training program Dade is funding through other sources for the coming year.

2. Vocational Institute for New Studies in Teacher Education Preparation

A problem which has long concerned vocational educators is the discrepancy between trade skill and teaching skill in newly hired, non-teacher-trained instructors. Many promising instructors come from the working world into education only to drop out in discouragement after encountering the gap between knowing a skill and being able to transmit that skill to others in a classroom setting. The prospect of time and money involved in acquiring the needed teaching skills in an institution of higher education is an insurmountable obstacle for many.

As an innovative solution to this problem, the Panhandle Area Educational Cooperative (PAEC) was awarded an EPDA-F grant to develop an intensive summer workshop program. The summer workshop was followed by a school year of periodic meetings and on-the-job supervision, designed to provide newly employed vocational teachers with theory and practice in areas of communication, use of audio-visual aids, methods and techniques of instruction, and classroom management.

Twenty-two participants from seven West Florida counties and a state training school for delinquent boys completed the training program. All participants were industrial education teachers with a minimum of six years occupational experience and a current teaching contract in their home districts. The six-week intensive training phase was

conducted at the University of West Florida in Pensacola, Florida, as were subsequent problem solving meetings during the school year. On-the-job observation and supervision took place at the job sites of the participants. Each trainee received three hundred hours of instructor contact time.

The objectives of the program were that each participant successfully completing the program should be able to:

(a) plan identify, and write objectives;

(b) organize and manage materials and experiences for teaching and learning;

(c) select and utilize instructional techniques; and

(d) devise means to measure and evaluate the effectiveness of programs and the performance of students.

Evaluation of the program was threefold: self evaluation, evaluation by the instructional team, and evaluation by the trainee's supervisor. All evaluations indicated a successful training program. The State of Florida Department of Education, Teacher Certification Section, accepted INSTEP training in lieu of twenty hours of university credit and issued Standard Rank III teaching certificates to all graduates.

Further proof of this program's success is its continued operation under other funding during the coming year and expressions of interest from other subject areas and geographical areas of the state.

GEORGIA

State Director of Vocational Education	State Part F Coordinator
Mr. George W. Mulling	Mr. Marion Scott
Vocational Education Services	State Board for Voc. Ed.
312 State Office Building	State Department of Education
Atlanta, Georgia 30334	Atlanta, Georgia 30334

The following sub-projects were initiated or continued in FY 73 in an effort to satisfy identified unmet personnel needs in vocational and career education areas:

1. Implementing a Career and Vocational Teacher Education Center (University of Georgia)

A sub-project to establish one of three Career and Vocational Teacher Educational Centers in institutions of higher learning in three geographical regions of the state to provide an integrated instructional approach in personnel development for local systems located in a given service region.

2. Implementing a Career and Vocational Teacher Education Center (Georgia Southern College)

A sub-project to establish one of three Career and Vocational Teacher Educational Centers in institutions of higher learning in three geographical regions of the state to provide an integrated instructional approach in personnel development for local systems located in a given service region.

3. Implementing a Career and Vocational Teacher Education Center (Georgia State University)

A sub-project to establish one of three Career and Vocational Teacher Educational Centers in institutions of higher learning in three geographical regions of the state to provide an integrated instructional approach in personnel development for local systems located in a given service region.

4. Training Coordinators to Conduct Programs of Education and Career Exploration

A sub-project to prepare teacher-coordinators to develop and operate Georgia's junior high level career exploration program.

5. Implementing Management by Objectives Systems in Vocational Education in the State of Georgia

A sub-project designed to aid the Georgia Department of Education (Office of Adult and Vocational Education) in establishing and implementing a comprehensive integrated management system for the delivery of vocational and career education services.

6. A Consortium Trade and Technical Education Baccalaureate Degree Program (Continuation)

A sub-project designed to investigate and demonstrate a better method for producing qualified Trade and Industrial Education teachers throughout an on-campus general and professional education program.

7. Evaluation of Three Career and Vocational Teacher Education Centers

A sub-project to provide a state-level audit-evaluation, utilizing an outside agency, of Georgia's three regional Career and Vocational Teacher Education Centers.

8. A Training Program for Selected Teachers in the Career Education Workshops and Institutes Who Will Be Working with Disadvantaged and/or Handicapped Students

A sub-project to provide direction and assistance to local school personnel at the secondary through post-secondary levels in operating programs for serving the disadvantaged and/or handicapped student.

HAWAII

State Director of Vocational Education

Mr. Samson E. Shigetomi
Department of Public Instruction
2327 Dole Street
Honolulu, Hawaii 96822

State Part F Coordinator

Mr. Russell Journigan
University of Hawaii
2327 Dole Street
Honolulu, Hawaii 96822

1. Collaborative Roles and Functions of Occupational Education Programs

Purpose

The overall purpose of this institute is to provide opportunity for professional, administrative, and supervisory personnel to up-date their knowledge of national, regional, and local occupational programs and trends and to provide an opportunity for these participants to meet and share program content and to prepare written articulation agreements between the community colleges and the State Department of Education. The program intends to provide team activities, seminars, group and individual activities in four occupational areas (Food Services, Graphics, Mechanical and Business Occupations). Selected private institutions will also be involved.

Program of Study

The program of study includes three major phases and three subphases:

Phase I will be an orientation and familiarization with selected occupational education programs. Model programs of articulation will be discussed and reviewed. Each participant will plan individually and in teams a program of activities. Phase IA will include individual preparation of the nature, content of the participants' occupational education curriculum in written form (e.g., his series of courses in typing).

Phase II will be a seminar and conference program to share documents prepared in Phase IA; to arrive at common goals and objectives for each course; and to formulate a written team recommendation for articulation. An orientation to select vocational-technical programs will also be included. Phase IIA will be a series of four workshops to review the written recommendations developed in Phase II. Interested persons from the community colleges and the Department of Education will be invited to attend these workshops. Also each workshop will review selected vocational-technical education programs.

Phase III will be a seminar and conference program to prepare final drafts of team recommendations in the form of an agreement, one for each area. Phase IIIA will be a program of information--dissemination.

Eligibility Requirements

Participants will be selected from Hawaii's community colleges and the State Department of Education. A total of 70 participants will be invited, 30 from neighboring islands and 40 from Oahu. They will be key personnel who will act as change agent multipliers when they return to their respective positions. All participants must meet the following requirements:

(a) They must be an in-service instructor, supervisor, or administrator in vocational-technical education or related subject area.

(b) They must bring their curriculum and course materials to the institute.

(c) They must devote full-time to study during the period of the program.

(d) They must agree to participate in pre- and post-institute conferences and sessions.

Consideration will be given to the content and quality of the applicant's academic preparation, work experience and place of residence to obtain a broad geographic representation of participants.

Preference will be given to those applicants who show the greatest promise of sharing the institute ideas with their associates and have leadership potential with their schools or agencies. The participants selected will be those who seem to best meet the above criteria. An attempt will be made to have as many institutions as possible represented in the institute.

Selection Procedure

Applications will be solicited by invitation. Final selections will be made by a committee composed of the Director of the Institute, the project staff and a representative from the Hawaii State Department of Education, Vocational-Technical Education Branch.

ILLINOIS

State Director of Vocational Education

Mr. Sherwood Dees
405 Centennial Building
Springfield, Illinois 62706

State Part F Coordinator

Mr. Lonnie Hart
State Board for Voc. Ed.
State Department of Education
Springfield, Illinois 62706

An integral component of the Illinois Plan for preparation and delivery of a continuous supply of competent occupational education

personnel is the EPDA, Part F, Section 553 federal program. The National Center for Improvement of Educational Systems (NICES) administers the program. Annual grant awards are authorized to states to conduct personnel development activities for which limited or no funds are otherwise available.

During FY 1973 Illinois received an EPDA grant for vocational personnel development in the amount of $257,000. These funds were allocated to six (6) special contractual activities. Each activity is designed to partially meet identified or emerging critical manpower priorities. EPDA projects are directly articulated with the total program development efforts for state-wide pre- and in-service training of occupational educational personnel.

1. An exemplary pre-service program designed to train secondary teachers of health occupations. The program is designed to allow junior college health technical personnel to prepare and qualify for teaching positions. FY 73

2. An in-service and research program designed to (a) gather manpower data regarding supply and demand of vocational personnel, and (b) via correspondence, upgrade practicing teachers, administrators, and teacher-trainers. FY 73

3. A competency based pre-service program designed to retrain teachers as occupational administrators. Training activities include in-school internships as well as university classroom activity. FY 73

4. An experimental pre-service program to identify students who are interested in teaching high school environmental occupations programs, and provide appropriate academic experiences to allow these individuals to develop teaching competence in this field. FY 73

INDIANA

<u>State Director of Vocational Education</u>

Mr. Don Gentry
State Board for Vocational Education
State Department of Education
Indianapolis, Indiana 46224

<u>State Part F Coordinator</u>

Mr. Don Gentry
State Board for Voc. Ed.
State Department of Education
Indianapolis, Indiana 46224

The EPDA activities in Indiana include two sub-projects. More information is included later. We also have several minor, short term activities being carried out by our State Staff EPDA task force committee.

These include:

(a) monitoring of conditional vocational teacher training classes by staff members;

(b) state staff - University Teacher Trainer Workshops;

(c) information dissemination in cooperation with Research Section; and

(d) new staff orientation.

These activities are in various stages and more minor activities are likely.

1. School Administration (Vocational)

This project is aimed at meeting the need for more administrative, supervisory and support personnel in vocational education at the following levels:

(a) administrators, supervisors and support personnel at the state level and local education agency level; and

(b) supervisors at regional level within the state.

The need for such personnel in Indiana has been named the number one priority in the 1972 EPDA State Plan for Indiana.

2. In-Service Training for State of Indiana, Division of Vocational Education Personnel

This project is designed to provide in-service training to all professional administration personnel within the State of Indiana, Division of Vocational Education. Learning experiences are planned to provide for the participants' attainment of necessary insights and skills through two fundamental approaches. One approach is through participation of all staff in five University Consortium Coordinated State Workshops. The other approach is participation of several staff members in selected publically or privately conducted regional or national training institutes.

The five University Consortium Coordinated Workshops have the following training objectives:

(a) improve management skills (MBO);

(b) identify (1) roles, (2) unique concerns, (3) domains of responsibility and authority, and (4) decision-making powers of key school officials;

(c) identify unique educational and social problems of the disadvantaged and handicapped;

(d) develop an understanding of the nature, purposes and problems of post-secondary education; and

(e) develop effective written communication skills.

The total (30 in number) State Staff, Division of Vocational Education, will participate in the five Intensive Workshops. Each workshop, conducted at a retreat, will involve two and one-half days of presentations and group discussions.

IOWA

State Director of Vocational Education

Mr. W. D. Schuermann
Associate Superintendent of Vocational Education
State Office Building
Des Moines, Iowa 50319

State Part F Coordinator

Mr. Allen Meyer
State Board for Voc. Ed.
State Department of Education
Des Moines, Iowa 50319

A Series of Exhibits

1. Initiator/Sponsor - Dr. Bennie Byler & Dr. Harold Crawford
Iowa State University

Population Served - 22 Secondary-level Vocational Agriculture teachers

Activity - Conference - two-day
Discussion and out-of-state resource in-put
Re: multiple-teacher vocational agriculture departments
Assist teachers in organization and facility use; working relationships; development of guidelines; and understanding roles in multi-teacher departments.

Time - July 20-21, 1972

Fiscal Support - $455.90 (pd.)

2. Initiator/Sponsor - Arnold Freitag - teacher educator
University of Northern Iowa

Population Served - Secondary and Post-Secondary Teachers of Electronics, Welding, Automechanics

Activity - Technical Up-date Seminars
Three workshops of one week each in the following areas: welding, electronics, automechanics.

To up-date the technological competencies of instructors in selected specialty areas.

Time - July 1, 1972 - August 31, 1973
(summer session - 1972)
(summer session - 1973)

Fiscal Support - Estimated expenditure made - summer, 1972 $2,000.
Estimated expenditure made - summer, 1972 $3,000.

Total - $5,000.00

3. Initiator/Sponsor - Dr. Chester S. Rzonca & Mrs. Milferd Rosendahl
University of Iowa

Population Served - Adult & Continuing Education Teachers in Health Occupations

Activity - Foundation Workshop for Adult and Continuing Education Coordinators and Teachers in Health Occupations Education

The objectives of the workshop will be:

1. Upgrading of adult & continuing education teacher in the health area,
2. basic teaching-learning psychology,
3. the unique aspects of the adult learner, and
4. assessment of the needs and willingness of adult and continuing education teachers to participate in future workshops. The assessment will be accomplished by a competency-based teacher education instrument.

Time - December 14, 1972

Fiscal Support - EPDA - Part "F" - $370.00

Adult Education & Area Schools - $357.00

Total - $727.00

4. Initiator/Sponsor - Dr. Barry Reece
University of Northern Iowa

Population Served - 25 enrollees - primarily post-secondary level distributive education teachers.

Activity - Workshop - Developing Middle Management Competencies

Designed to - assist participants in developing skill in delegating competency development to resource instructors, training sponsors, and youth club sponsors; develop greater commitment to the role of middle management education as a function

of the post-secondary distributive education program; identify learning strategies which will facilitate efficient and effective development of middle management competencies.

Time - One week - summer, 1973

Fiscal Support - $3,915.00

5. Initiator/Sponsor - Mr. R. Hahn
University of Northern Iowa

Population Served - Office education teachers and prospective teachers, others

Activity - Seminar - Office Simulation

The students will review the literature about office simulation and determine a definition for the term. The students will compare the merits of cooperative work experience and other curricular coordinated programs with those of office simulation. The students will develop complete office simulation projects through: (1) working as a group in preparing a complete simulation project, or (2) working individually on a particular simulation project that will meet their own teaching needs.

Time - Class meetings - four weeks daily during the summer of 1973

Fiscal Support - $2,230.00

6. Initiator/Sponsor - Elvin Hasselman - D.P.I. Veternas Agriculture and
Gerald Lamers - D.P.I. Vocational Agriculture

Population Served - All Veterans Farm Programs in the State of Iowa

Activity - Teacher Training Workshops for Coordinators and Instructors of the Veteran's Farm Program

Four regional two-day teacher training conferences will be held to bring about instructors-oriented group discussion on:

1. administration,
2. field trips and demonstrations,
3. agriculture record keeping,
4. media in teaching agriculture,
5. agriculture law and mechanics, and
6. innovation and teaching production agriculture.

A materials sharing activity (swap-shop).

Time - December 1-2, December 8-9, January 5-6, January 12-13.

Fiscal Support - EPDA Part "F" - $2,420.00

Adult Education & Area Schools - $4,801.30

Total - $7,221.30

7. Initiator/Sponsor - Dr. Sara C. Wolfson and Mrs. Iva Bader
University of Iowa

Population Served - Appropriate to elementary, home economics and business education teachers. May be for all persons interested in consumer information.

Activity - Workshop "Current Consumer Topics"

The workshop will be concerned with current issues, developments, and laws affecting the consumer; rights and responsibilities of the consumer; the consumer in the private and public section and application to the individual and family. Consumer aid and protection, responsibilities of the consumer, and consumption of goods and services will be covered.

Time - ½ day for two weeks (10 days)
Summer of 1973 - Two semester hours of undergraduate or graduate credit.

Fiscal Support - EPDA Part "F" - $2,689.00

8. Initiator/Sponsor - Roger Ditzenberger
University of Northern Iowa

Population Served - Secondary and post-secondary teachers and prospective teachers of distribute education.

Activity - Workshop - Developing Common Competencies for Distributive Education Programs.

Identification of competencies needed by students planning careers in distributive occupations. Review of recent studies and research-based literature having to do with competencies. Applications of the common competencies for career development programs.

Purposes - How to use competency-based curriculum studies; develop learning packages with behavioral objectives, learning activities; and pre-test and post-test evaluation instruments; make available learning packages and media presentations.

Time - Two (2) workshops of two weeks each - June and July

Fiscal Support - $4,320.00

9. Initiator/Sponsor - Dr. Irene Beavers
Iowa State University

Population Served - Adult Education Home Economics Teachers (part-time),
Some full-time instructors - primarily part-time instructors.
In-service Training Program for Area School Home Economics Coordinators and Teachers

Activity - The in-service program will include two or three consecutive evening sessions with adult teachers and coordinators in at least five Iowa locations. Area of discussion will be:

1. methods of teaching adults,
2. characteristics of adults,
3. understanding the disadvantaged,
4. new developments in adult education subject matters,
5. implementing new content into the curriculum,
6. proposed adult education programs in home economics, and
7. present status of Iowa adult program in home economics.

Time - November 1, 1972 - June 30, 1973

Fiscal Support - EPDA: $5,000.00

Iowa State University: $4,580.00

Total Cost - $9,580.00

10. Initiator/Sponsor - Dr. William Wolansky
Iowa State University

Population Served - Trade & Industrial Vocational Teacher Education (I.S.U. & U.N.I.)
T & I teachers (secondary & post-secondary)

Activity - Needs Assessment to Develop a Professional Profile of Practicing Vocational-Technical Teachers in research, computer-based survey.

Seeks to obtain data - i.e., education attainment, competency exams taken, trade experience, area of specialization, etc., in order to plan courses, workshops, seminars & other activities.

Time - December 1, 1972 - August 31, 1973

Fiscal Support - E.P.D.A. - $5,566.00

by I.S.U. - $3,989.00

Total for project - $9,555.00

KANSAS

State Director of Vocational Education

Mr. John E. Snyder
Assistant Commissioner
Division of Vocational Education
120 East 10th Street
Topeka, Kansas 66612

State Part F Coordinator

Mr. Wilbur A. Rawson
State Board for Voc. Ed.
State Department of Education
Topeka, Kansas 66612

1. Four (4) Industrial Arts Curriculum Program (1 ACP) teacher education in progress.

   (a) Kansas State College - Pittsburg
   Dr. Spence 30 teachers
   (b) Kansas State Teachers College - Emporia
   Dr. Bell 24 teachers
   (c) Kansas State College - Fort Hays
   Dr. Cain 25 teachers
   (d) Wichita State University - Wichita
   Dr. Webb 50 teachers

   Total teachers being trained in Career Education Exploratory programs - 129 FY 1972

2. Provide a teacher education program designed to develop cooperative type Agri-related or Home Economics-related occupations program in thirty (30) local schools.

The instructional system used was an eight-week summer internship in business and industry together with related course work for the thirty (30) participants.

Twenty (20) certifiable cooperative coordinators for Agriculture and Home Economics occupations classes were developed. Appropriate course credit in cooperative program coordination techniques and occupational experience practicum was available. It appears that one of the ways to broaden vocational education so as to facilitate career education for more students is through expansion of cooperative programs. This project will not be completed until June 30, 1973. FY 1972

3. Develop two special workshops for leadership development of state staff and vocational administrative personnel.

Leadership Development Seminars scheduled:

August 16-17-18, 1972	"Supervision and Decision-Making Skills in Vocational Education"
September 28-29, 1972	"Simulation Training in Planning Vocational Education Programs and Facilities"
January 17-18, 1973	Interaction Seminar for State and Local Vocational Administrators in Local State Vocational Education Planning
Beginning February 12, 1973, and extending through May 2, 1973	A series of state-wide School Administrators Workshop on Career and Vocational Education

4. State-wide Survey of Career Education and Vocational Personnel Needs for the 70's.

A survey (see attached form) of all Community Junior College Presidents, Area Vocational-Technical School Directors, and Unified School District Superintendents in Kansas.

Unified School Districts	311
Community Junior Colleges	19
Area Vocational-Technical Schools	14
	344

A priority list of needs will be up-dated utilizing this as well as other information by the VEPPD Advisory Sub-Committee. FY 1972

5. Development of Pilot Career Education-centered Teacher Education Programs at Two Teacher Training Institutions.

An innovative career-centered instructional system will be implemented on a pilot basis in the teacher education programs at Kansas State College of Pittsburg and Kansas State Teachers College in Emporia during the 1973-74 school year. Each school should be granted planning time and financial assistance to design and implement this pre-service and in-service plan for teacher preparation and development in career education during the spring of 1973.

Both of these institutions have long cooperated with the Vocational Division in vocational teacher preparation and in-service and have indicated a strong desire to develop an interdisciplinary method of career education personnel preparation and development.

The teacher training institution will need to identify an individual or individuals on their campus to develop the needed plan with its proposed implementation schedule. This person would be assigned liaison

responsibilities between the various teacher trainers within his own institution to develop the initiative needed to effectively plan and implement this innovative system. Adequate career education materials, acquisition, dissemination and in-service activities for the teacher training staff should be an integral part of this proposal.

In-service activities for school districts and/or community junior colleges and area vocational schools within proximity of the college would be part of the assigned responsibilities of the career education plan for each institution. FY 1972

KENTUCKY

State Director of Vocational Education

Dr. Carl F. Lamar
Division of Vocational Education
Department of Education
Frankfort, Kentucky 40601

State Part F Coordinator

Dr. Carl E. Hurley
State Board for Voc. Ed.
State Department of Education
Frankfort, Kentucky 40601

1. Continuation of Improvement of Instructional Effectiveness

Director of Program: Wendell L. Ford
Somerset Area Vocational School

Participants: 131

Proposed Duration: July 1, 1972 to June 30, 1973

Purpose - To learn to write performance objectives and modify curriculum according to DOT specifications.

Method - A two-week workshop for 44 teachers and 12 administrators; a two-day clinic for 75 reimbursed program teachers; a follow-up coordinator for one year.

Budget Analysis

Funding -	EPDA	$12,630
	Other	13,647
	Total	$26,277

2. Improvement of Instruction: Emphasis Disadvantaged Students

Director of Program: Bronelle Skaggs and Harold M. Rice
Mayo Area Vocational-Technical School

Participants: 40

Duration: 1½ weeks - October 21, 1971 - June 9, 1972

Purpose - Help teachers improve instructional program by enabling participants to gain skill and understanding in using a variety of educational techniques.

Method - On-going in-service workshop using teachers from the University of Kentucky and consultants from other institutions and agencies.

Budget Analysis

Funding -	EPDA	$ 7,984
	Other	4,230
	Total	$12,214

3. Comprehensive Vocational Teacher Education: A Model Development Project

Director of Program: Vincent J. Peck
Western Kentucky University

Participants: Unspecified

Proposed Duration: July 1, 1972 - June 30, 1973

Purpose - To develop a model comprehensive vocational teacher education program in a higher education university for preparation of comprehensive vocational education personnel.

Method - Project director, faculty researcher and graduate assistant will collect data. Includes 11-month in-service program and evaluation.

Budget Analysis

Funding -	EPDA	$35,966
	Other	2,877
	Total	$38,843

4. Comprehensive Personnel Development Program in Vocational Education

Director of Program: Harold R. Binkley
University of Kentucky

Purpose - To identify competencies needed by all vocational personnel at the local, regional, university, and state levels and to develop a planning and managing model for comprehensive personnel development.

Method - Reviews of literature, visits to selected universities having recently revised their teacher education program, involving EPDA fellows at the University of Kentucky, working with Bureau of Vocational Education and regional vocational education staffs.

Budget Analysis

Funding -	EPDA	$35,966
	Other	2,877
	Total	$38,843

5. In-service Program to Prepare Vocational Teachers in Understanding and Teaching the Handicapped and Disadvantaged

Director of Program: John E. Fortin
Murray State University

Participants: 30

Purpose - To provide classroom instruction for 30 regular and special vocational program teachers to assist them in meeting the needs of the handicapped and disadvantaged student.

Method - Phase 1 - A two-week summer institute included intensive study related to objectives. Phase 2 - A two-day fall workshop to evaluate strategies and techniques developed in Phase 1.

Budget Analysis

Funding -	EPDA	$ 6,599.27
	Other	7,236.00
	Total	$13,835.27

6. Staff Development Training in Career Education

Director of Program: Theo Vickers, Daviess County High School, Daviess County Area Vocational-Technical School, Henderson Community College

Participants: 219

Proposed Duration: January 3, 1972 - June 30, 1973

Purpose - To prepare professional personnel to coordinate a regional career education project to be conducted in vocational region 3 in Owensboro, Kentucky.

Method - A two-week regional workshop will train district liaison and administrative personnel. Ten district workshops, one week in length will be held subsequently.

Budget Analysis

Funding -	EPDA	$21,000
	Other	39,545
	Total	$60,545

7. Staff Development for Life Centered Career Education

Director of Program: Barbara A. Preli
Louisville Public Schools

Participants: 112

Proposed Duration: March 1, 1973 - June 15, 1973.

Purpose - To train additional staff members for "Life Centered Career Education" and to provide additional staff development for teachers currently employed.

Method - Workshop, having format of consultant speakers, group discussions, panel discussions.

Budget Analysis

Funding -	EPDA	$11,100
	Other	2,775
	Total	$13,875

8. Confcrence Series for Development of Career Education Implementation Personnel

Director of Program: Arnold K. Wilson
Bureau of Vocational Education

Participants: 168

Duration: September 26-27, 1972, and November 14-15, 1972

Purpose - To acquaint career education project personnel with new state personnel and to identify project activities and progress. Twenty-eight schools were involved.

Method - Two 2-day conferences utilizing guest speakers and consultants.

Budget Analysis

Funding -	EPDA	$20,000
	Other	650
	Total	$20,650

9. Fire Service Instructors Workshop

Director of Program: Claude W. Howard
Central Kentucky Area Vocational-Technical School

Participants: Estimated 21

Proposed Duration: Two days

Purpose - To assist fire service instructors in utilization of new curriculum materials.

Method - A two-day workshop

Budget Analysis

Funding -	EPDA	$1,402.80
	Other	856.00
	Total	$2,258.80

MASSACHUSETTS

State Director of Vocational Education

Dr. Charles H. Buzzell
182 Tremont Street
Boston, Massachusetts 02116

State Part F Coordinator

Mr. John P. Morine
State Board for Voc. Ed.
State Department of Education
Boston, Massachusetts 02111

1. The Occupational Safety and Health Coordinator Training Program

This project was funded FY 72 and 73 under the provisions of E.P.D.A. P.L. 90-35, at the Northeast Metropolitan Regional Vocational High School, Wakefield, Massachusetts.

The Occupational Safety and Health Act of 1970 (O.S.H.A.) requires that certain Safety Training Programs be conducted by employees. The intent of the Legislature is to provide a safe and healthy workplace for all employees.

Under the E.P.D.A. funds, a Pilot O.S.H.A. training program was established through the combined efforts of Mr. John Morine, E.P.D.A., Project Director, Massachusetts Department of Education and the United States Department of Labor.

Mr. Manuel Rainha, received the necessary training in coordination with the United States Department of Labor, Occupational Safety and Health Administration, to become a certified trainer.

The Pilot OSHA training program was used as dissemination by Mr. Robert DiCarlo, Chief, Office of Cooperative Education, Massachusetts Department of Education, who conducted workshops regarding the training of more Massachusetts Vocational Educators for certification.

A new certification was established for Occupational Safety and Health Coordinators and Northeast Metropolitan Regional Vocational School was utilized for several workshops to train more vocational educators in the area of Occupational Safety and Health.

As a result of the program, the United States Department of Labor, Occupational Safety and Health Administration, OSHA Training Institute, in coordination with Massachusetts Department of Education, combined resources to use the Pilot OSHA Program, funded under EPDA, to conduct an OSHA 40-hour certification program, utilizing feedback and data from the project.

The concept of providing OSHA certification programs to vocational educators was also brought before the "National Conference for Cooperative Education" on April 3-5, held in Washington, D. C., by the United States Office of Education.

2. Summer Guidance Institute

Director of Program: Daniel W. Marshall
Tufts University
Medford, Massachusetts

The principal objectives of the institute were to offer an axiological approach to occupational education and extend its epigenetic development into the entire educational process. To attain these objectives the following cognized or cognizable applications were applied:

(a) To increase in the participants' understanding of the ways and means of offering courses in skilled and semi-skilled occupations for the non-college bound, handicapped, and urban disadvantaged youth through P.L. 90-576, the Vocational Act of 1968. Attention was given to an examination of the social forces that influence the various segments of elementary, high, and post-high school education.

(b) To accentuate the need for remedial and psychological services to enable these youths to concentrate on the learning experiences presented.

(c) To gain a knowledge of the occupational structure of our society with its complexities and rapidly changing shape, form and content and an understanding of the role of the counselor in the occupational development of the student, whether pursuing a terminal or transfer curriculum.

(d) To develop increased skill in the placement processes in school and industry.

(e) To develop competence in the supervision of occupational education in state departments of education, local schools and community colleges.

(f) Career Education: What It Is and How To Do It.

The idea of the institute was to present outstanding speakers in the field for five days and to travel to schools, special programs, industrial plants and present a career information film to show the participants exemplary models of how the lectures may be put into action by examining a paradigm of how it was being done.

MINNESOTA

State Director of Vocational Education

Mr. Robert P. Van Tries
Assistant Commissioner of Vocational Education
Centennial Building
658 Cedar Street
St. Paul, Minnesota 55101

State Part F Coordinater

Mr. John Van Ast
State Board for Voc. Ed.
State Department of Education
St. Paul, Minnesota 55101

1. Career Education for Disadvantaged in the Urban School

Director of Program: Dr. L. Sunny Hansen, Department of Counseling and Student Personnel Psychology, 339A Burton Hall, University of Minnesota, Minneapolis, Minnesota

Population Served

This project was built around two 2-week summer workshops designed to provide an orientation to career education principles and practices for 84 faculty members in urban schools. Workshop I serviced personnel primarily from four urban elementary schools (Minneapolis Clinton and Mann, St. Paul Jefferson and Roosevelt) which had made a commitment to career education. Remaining spots were filled by applicants from other schools, with preference given to those applying as teams of two or more. There was a total of 43 (34 women, 9 men) participants out of 60 applicants (plus one auditor).

Workshop II, designed for K-14, primarily served counselors, vocational educators, and administrators from Minneapolis and St. Paul area. These individuals have the potential to fill roles of leadership with respect to career education. A few spots were filled with similar personnel from other school systems, with preference given to those applying as a team of two or three. There was a total of 41 participants (33 men, 8 women) selected from 62 applicants (plus one auditor).

Terminal Objectives

(a) Provide two in-service institutes aimed at improving the performance of urban school personnel serving culturally distinct and economically deprived children.

(b) Provide counselors, vocational educators, administrators, and elementary classroom teachers with a career development model relating age, vocational development stages, vocational development tasks, educational objectives, and behaviorally-oriented occupational content in a definitive way.

(c) Initiate model career awareness programs in four urban elementary schools during the 1972-1973 academic year.

(d) Promote a dialogue between urban educators and industry personnel for the purpose of improving articulation of business and industry and the schools in the development of career education programs.

Enabling Objectives

(a) Pre-Workshop Retreat

(b) Lectures and Demonstrations

(c) Readings and Curriculum Material

(d) Field Visits

(e) Team Action Plans

(f) Follow-up Consultation with Workshop Staff

Project Resumé

The two workshops provided an important impetus to career education in selected Minneapolis schools and to the comprehensive career education program in the St. Paul schools. They provided elementary, secondary and post-secondary teachers, counselors, and administrators with a broadened and positive view of career education which will help them to better serve the needs of urban disadvantaged youth. The action plans are being implemented in the pilot elementary schools and in several of the St. Paul junior and senior high schools. Several of the teams have used the workshop as a model for in-service programs they have developed in their own schools. Selected participants are serving on a city-wide interdisciplinary task force on career education in the St. Paul schools and being groomed for possible in-service leadership positions in the system. Workshop staff are being called upon frequently to assist in implementation of the action plans and especially to assist in further training of personnel in the St. Paul schools. One important outcome seems to be the degree of communication and cooperation stimulated among various levels, buildings, and personnel in St. Paul. No major problems were encountered in the workshops.

At the close of the workshops, anonymous evaluations were completed. Before Workshop I, many thought that career education was different from what they found it to be, previously thinking it was only job descriptions. After the workshop, however, many of the participants learned that career education involves a total life style and is, indeed, relevant to elementary school children. Changes in their attitudes toward career development were also commented upon by many of the participants. They described their present attitude as a very positive and broadened one.

It appears that Workshop II hit an extremely responsive chord with the participants. Many indicated it had broadened their perceptions about the career development concept and about what needs it can fulfill. There seemed to be a high level of commitment to go back to the home school and work toward the implementation of career education. This has been substantiated by continued requests to institute staff to consult on implementation of programs.

2. Education and Career Development Vocational Workshops for Counselors

Director of Program: Dr. Joe Hogan, School of Education,
Mankato State College, Mankato, Minnesota

The basic purpose of the workshops was to provide practicing secondary school counselors with a working knowledge of both the training and job environment of the vocational school graduate. To this end, in-depth visitations in vocational schools and on-the-job sites were conducted.

Each of the two workshops was two weeks in length. It should be noted, however, that during the summer of 1971, one group of counselors was involved in only the first week of the experience, which was focused on career development and visitations to vocational schools. This group spent only one week in 1972, which was focused on the on-the-job visitations. The second group spent two full weeks in the workshop, and were involved with career development, vocational school and on-the-job visitations.

It should be emphasized that the variety of visitations to which these students were exposed were more than cursory visit to a classroom or a factory. One-half day was spent in each of eight vocational school classes, working on projects with students and instructors. In most instances, one full day was spent in each of four or five on-the-job sites, involved as closely as safety regulations would permit with workers. A full day of interaction was provided after each series of visits to integrate the experiences and permit further interaction with representatives of vocational education, unions, apprenticeships, and industry.

We have defined four objectives of the workshop experience, as follows:

(a) While each of the programs had specific goals the overriding goal of all programs is to promote positive attitudes toward vocational education on the part of secondary counselors involved in workshops. We would expect this positive attitude to be communicated to staff and students.

(b) In addition, we would expect considerable personal interaction between secondary and vocational school representatives, which will hopefully increase the number of direct referrals from the secondary school counselor to the vocational school counselor or admissions director.

(c) The opportunity will be provided for secondary school counselors to gain a better "feel" for the commitments which are observed on the part of vocational school staff members.

(d) Ultimately, one of the most important goals of any workshop of this nature would be the implementation of changes in the secondary school curriculum. Specifically, we would anticipate the counselor to become more directly involved in specific activities such as committee assignments, programs, and direct work with teachers in relation to vocational education and career planning. We also anticipate the counselor to be involved in the development of programs to acquaint students with the world of work.

The follow-up evaluation will not be conducted until the spring of 1973. The rationale for this decision was that it will take some time during the school year for the counselor to begin implementation of his workshop experiences, and to develop units and organize activities. The follow-up will be conducted by means of questionnaires which are presently being developed. We feel it is necessary to survey counselors, teachers, and students in order to determine whether progress has been achieved in reaching the objectives listed above, and also to determine what plans have been made and what future directions the counselors will take in implementing his workshop experience.

3. In-Service Education Workshop in Vocational Guidance

Director of Program: Dr. Ronald L. Litherland, Coordinator of Counselor Education, Moorhead State College, Moorhead, Minnesota

Intended Population

This workshop was designed for school counselors, teachers and employment service counselors from Northwest Minnesota who are expected to regularly counsel youth and young adults who are making decisions about post-high school vocational or technical education.

Objectives

(a) To help the participant become more familiar with the various Area Vocational-Technical Institutes (AVTI) and programs in the Northwest section of Minnesota.

(b) To effect a positive growth in the participant's attitude, interest and concern with the opportunities to students that are provided by vocational-technical education.

(c) To make the participant more knowledgeable about one or more specific occupations and the training which leads to that occupation.

(d) To provide the participant with a realistic feeling for what an AVTI student experiences in his training and to learn personal insights about the AVTI student by working directly alongside him.

(e) To afford participant learning about vocational education and innovative career development programs, and to assist him in planning improvements for his present guidance program.

(f) To cause the participant to implement plans for imparting his learnings from the workshop to students or clients he works with next fall, and further, to evaluate the effectiveness of his efforts.

Procedures and Workshop Resumé

Participants were involved in on-site learning experiences at eight Northwest Minnesota AVTIs during the week of June 12 through June 16, 1972. Each participant was able to choose between two basic experiences during this week: shorter length visitations to all eight participating AVTIs or longer visits to only five of the AVTIs which involved considerable "hands-on" experiences alongside students in classrooms and shops. Visits to each AVTI typically included a tour, information presentations by the AVTI director and selected faculty about specific programs, opportunities to visit with students and some form of "hands-on" experience. Hour-long presentations were made to the workshop participants by Mr. Robert Van Tries, Assistant Commissioner, Minnesota Division of Vocational-Technical Education and Dr. Sunny Hansen, Professor of Counseling Psychology at the University of Minnesota. Their topics focused on vocational education in Minnesota and career development concepts and programs respectively.

A main requirement of the participants was to design and carry out efforts to implement in their schools or agencies what they learned during the week in June at the various AVTIs. The workshop formally concluded on November 17 at which time participants met at Moorhead State College and reported on the specifics of what they tried and their evaluation of how it turned out.

From pre- and post-testing of the participants and from their own evaluation of the experiences afforded by the several AVTIs, there appeared to be support for considering this workshop project a success. Most of the workshop objectives appeared to have been achieved and participants have been vocal in expressing satisfaction with the workshop.

4. Individualized Instruction

Director of Program: Dr. Gayle A. Stelter, Program Leader for Business Education, Mankato State College, Mankato, Minnesota

This workshop was designed for post-secondary business educators of Minnesota vocational-technical institutes. The purpose of this workshop was to acquaint business educators from all Minnesota vocational-technical institutes with the purpose of individualized instruction, the

values of individualized instruction, and ways in which materials can be constructed to be used in individualized instruction. The specific objectives of the course were to:

(a) work at groups setting up performance criteria goals in individual subject areas;

(b) parcel the designated material of a subject area into smaller units for further analysis; and

(c) develop smaller segments within each period into individualized units by:

(1) determining behavioral objectives for each subject area of parcel,

(2) determining the most feasible media by which the material can be presented,

(3) preparing the necessary media materials for a three-week unit of instruction, and

(4) assembling all of the material for each unit, duplicating scripts and/or designed material for distribution to other vocational-technical institutes.

Results

Fifty-nine post-secondary vocational educators from the Minnesota vocational-technical institutes met for one intensive week to accomplish the stated objectives. A consultant, Miss Lois Bennet, from the University of Northern Colorado, spent the week of July 31 - August 4, 1972, presenting materials that would enable students to design a task analysis of occupational skills, right behavioral objectives, and utilize necessary camera and audio-visual equipment necessary to use a multi-media approach to materials construction.

On October 14, 1972, the completed materials of each individual were brought to Mankato State College and presented to the consultant, Miss Lois Bennet; Dr. Gayle A. Stelter; John Van Ast; and State Supervisor for Business Education, Jack Sullivan. Where parcels of subject matter were assigned to individuals, the material was collated into the entire subject matter in areas such as accounting and business communication.

The opinion of the persons observing the presentation of materials was that the materials were, indeed, well prepared and very useful. Each vocational-technical institute in Minnesota received a copy of all materials. State Department officials, John Van Ast and Jack Sullivan, also received a set of materials.

A one-day seminar is planned for the spring of 1973 at which time members of this group will bring an evaluation of the materials used during this academic year. Information about material shortcomings can be transmitted and new approaches suggested for better implementation of the materials.

5. Career Education

Director of Program: Larry Krier, Mankato State College, Mankato, Minnesota

The workshop was designed for elementary, secondary, post-secondary (AVTI) teachers, counselors, librarians, and administrators included in a five-school district area in Minnesota. The purpose of the workshop was to identify the problems in education by demonstrating a need for career education; develop a workable definition of career education; present ways to develop, implement, and utilize career development materials within the various academic disciplines, and to develop a program for career development within the individual school districts. The specific objectives of the course were to:

(a) understand and describe related problems in education and the potential for correction by the utilization of the career development concept;

(b) understand, conceptualize, and describe the concept of occupational development as it relates to vocational education including distribution, trade, and office occupations;

(c) assess, define, and apply the elements of occupational development and produce an educational unit related to his field;

(d) identify and utilize sources of information and develop this data into practical applications through field interview, group work, and individual effort; and

(e) produce a school district plan of action to be used by the school district to further develop a career education program for the future.

Results

Forty-seven elementary, secondary, post-secondary (AVTI)--teachers, counselors, librarians, and administrators included in a five-school district area in Minnesota met for two intensive weeks to accomplish the stated objectives. Six consultants assisted in the development of the stated objectives. The consultants were Dr. Cliff Helling who presented his four phases in developing a career education curriculum; Dr. Sheldon Brown who presented a model for curriculum development; Mrs. Adrienne Fleener who presented techniques for developing career education curriculum on the elementary level; Dr. Alvin Blum who presented

the role of the administrator in career education; Mr. Rudy Fadlovich who presented teachniques for developing career education curriculum on the post-secondary level; and Mr. Len Kodet who presented the philosophy of the state and national department of education on career education.

During the two weeks, the students developed educational career education units for their individualized classrooms or job descriptions. In addition, each school district developed a plan of action for developing career education in their districts over the next two years. The students presented their units and plans to the entire class both verbally and in writing on the last day of class. (Each student visited a minimum of three businesses or industrial sites.) The administrators did a follow-up on the district plans three months after the class terminated and reported to the project director.

Each student wrote a one-page summary of the class stating what they liked least about the workshop and recommended improvements. The feedback was very positive. The written evaluations were given to Mr. John Van Ast.

Preliminary plans are being made in each school district to continue the use of the district's plans, conduct follow-up seminars, and present similar workshops for each school district.

6. Introduction to the World of Work

Director of Program: Glenn F. Dukes, Winona State College
Winona, Minnesota

Population Served

The proposal was designed to serve public and private schools in Southeast Minnesota, the same general area that Winona State College serves. The participants generally came from this area, however, teachers from Minneapolis, Minnesota, Wisconsin and Iowa also enrolled. All of the participants were educators. They represented such areas as instructional media, elementary, junior high school, senior high school, and special education.

Enabling Objectives

The objectives for this summer course were to:

(a) expose students to many types of occupations in present day industry and the business world;

(b) inform the students of the vocational programs in Minnesota and illustrate their functions in the education system;

(c) expose students to existing programs for integrating the world of work into the instructional program; and

(d) enable the students to develop teaching programs and devices which will enable them to better depict the world of work in their instructional program.

Terminal Objectives

The terminal objectives were to:

(a) modify the participants' school curriculum to include career education concepts;

(b) use the instructional material developed in this program to assist in teaching career education;

(c) develop a sustaining interest on the part of the participants that would enable them to study and expand their knowledge of career education;

(d) share with others the materials they developed for classroom use; and

(e) encourage colleagues to accept and promote the concepts of career education.

Description

The purpose of the program was to expose educators to the work world in terms of employment opportunities, occupations and careers. It is felt that teachers with a background in the world of work can better foster healthy attitudes and values concerning the selection of career goals by their students.

The course had two major focuses. First, the class members visited industry to observe work, workers, and jobs. Time was spent on outlining educational programs with career outcomes. Second, the participants were asked to develop teaching materials which would help them orient their student to the work world. Much material was developed. Many students developed slide series with tape narration. Games, bulletin boards and posters were also constructed. The development of instructional materials was a popular part of the course.

Follow-Up

Most of the projects were used by the participants in their own classroom. Two of the slide series were used by other teachers. Also, copies of some of the materials were made and shown to subsequent career education classes. Some of the materials were catalogued and are for general use in the Red Wing Public School System.

7. Professional State Staff Internship

Director of Program: David A. Bergsven, State Department of Education, St. Paul, Minnesota

Objectives

The general objective of this graduate-internship program was to provide a method for staff development which would be meaningful and relevant to administration of vocational education at the state or local level. Although graduate-internship programs may be structured for either the master's or doctorate levels, this program was designed to meet the master's degree requirement at the University of Minnesota.

The specific objective which this program was designed to meet was a master of arts degree in industrial education with an emphasis on administration of vocational education along with relevant internship experience in various areas of vocational education at the local, state and legislative levels over an eighteen month period.

Approval

Before the program began, approval from all concerned parties was obtained. The concerned persons included the Assistant Commissioner for Vocational Education, the Commissioner of Education and the State Board of Education. Also, approval was granted by officials from the Educational Administration Division of the University of Minnesota for entrance into their Ed. Ad. Internship Seminar program which is normally open only to students who have previously obtained a master's degree.

Schedule and Credit

The following schedule outlines the program and indicates the credits which were received.

Requirements for the M.A. Degree are as follows:

Major Field of Study	15 CREDITS
2nd Minor Fields of Study	21 CREDITS
Required Thesis	9 CREDITS
Total	45 CREDITS

Credits were obtained as follows:

Major Field of Study:

Admin. of Vocational Educ.	3 CREDITS
Supervision of Industrial Educ.	3 CREDITS

Critical Issues in Voc. Educ.	3 CREDITS
Phil. & Pract. of Industrial Educ.	3 CREDITS
Research	3 CREDITS
Total	15 CREDITS

Minor Fields of Study:

Foundations of Educ. Admin.	3 CREDITS
Education Admin. Workshop	3 CREDITS
Foundations of Career Develop.	3 CREDITS
Introduction to Guidance	3 CREDITS
Internship-Seminar Ed. Ad.	9 CREDITS
Total	21 CREDITS

Research Thesis:

Research Problems 201	3 CREDITS
Research Problems 202	3 CREDITS
Research Problems 203	3 CREDITS
Total	9 CREDITS

Internship Experiences

Approval of this program was granted with the understanding that certain functions of my previously held position would be maintained. Each internship then consisted, in time, of four days per week with one-half of one day being spent with the total intern group.

The first internship took place at an area vocational-technical institute and lasted for a period of six months. The working capacity was that of administrative assistant to the director. Duties included research on organizational restructuring, program development, and equipment procurement. Opportunities for involvement in the total administrative process were provided.

The second internship was for a period of three months and took place in the Secondary Section of the State Department of Education, Vocational Division. Duties included the development of a student interest survey instrument and the development of criteria for secondary local program director certification. This internship also provided the opportunity for an understanding of finance, administration, and development and organization of secondary vocational centers.

The final internship was in the capacity of legislative liaison between the Vocational Division and the State Legislature which involved an internship assignment on the Senate Education Committee Chairman's staff. Duties included the development of an information and

communication system between the Department and the Legislature. This internship provided an opportunity to gain knowledge relative to the legislation process as it relates to vocational education.

8. Career Education In-Service Institute

Director of Program: Joe Freeman, Mid-State Cooperative Center, 109, N.E. 2nd Avenue, Little Falls, Minnesota

Goal

To provide in-service education to elementary and secondary teachers so that they may internalize career education, and career education may then become an integral part of their teaching and curriculum.

Process To Achieve the Goal

They arrive at that goal through:

(a) strong direct orientation to the World of Work, Vocational Education, Career Education (12 hours);

(b) strong direct contact with the actual World of Work; including (54 hours)

(1) industry tours;
(2) direct contact with many kinds of workers; and
(3) confrontation with industry management describing how they view the product of our schools, namely the students; and

(c) small group processes with trained facilitators that will internalize the orientation and World of Work experiences (54 hours).

Objectives of the Career Education Project

First, teachers became better vocational advisors to their students because during the course they personally in a one-to-one relationship,talk for an hour with each of twelve people representing different occupational groups. They were exposed to many others in the shared experiences with members of their small group that are doing the same thing. They are talking to students realistically about career choices.

Secondly, teachers promoted public relations with the community by actually showing interest and being involved. They appeared in the community on field trips and called on community people during the small group for resources. They also brought community people into their classrooms and took their classes into the community.

Thirdly, teachers changed their attitudes and curriculum to bring new emphasis to careers. Each teacher developed classroom material during the course and are reporting on its implementation to complete the additional three credits of the career education course.

Fourthly, the teachers shifted their emphasis from a strongly college-oriented curriculum to balanced career and academic curriculum. The exposure to the real working world, the reading information and the consultants brought to them the real students' needs. The teachers responded by adjusting their teaching to these realities.

Program Design

The program is simplicity itself. There are 120 hours in total in the course. The course runs for six weeks--five days a week--four hours a day. The first three days or twelve hours are devoted to orientation. Resource people and consultants give the direction to the participants' thinking. This time is devoted to philosophy, concept, goals and objectives of career education.

The balance of the time is basically divided between field trip (World of Work) experiences and small group (internalizing) experiences. For example, one day-long field trip might be followed by a day of small group discussion.

The simplicity is also revealed by the responsibilities that the participants assume upon entering the course. Their responsibilities are to:

(a) read materials;

(b) participate in daily sessions;

(c) gather information on field trips to share in small group discussions;

(d) develop and submit three "ideas" in the form of projects or units--these are shared; and

(e) evaluate the course.

Program Effect

The total effect of the program is best reflected by the teachers' evaluation of the course as they answered these questions:

(a) What do you now know about vocational education that you didn't know before?

(1) The interrelationship of all subjects lends itself to a humanistic approach to all faces of life irregardless of which track a student wants to go.

(2) That it's not a separate type of education but an integral part of the entire area of education.

(3) That it is needed more than I thought.

(4) Vocational education means preparing the student for his life's work by giving him all things necessary for him to make a decision.

(5) Vocational education is a vehicle toward further education. Its aim is not to replace content but to make it more relevant and therefore more interesting.

(6) That it is badly needed by industry and necessary for nearly 2/3 of our students.

(b) What benefits do you feel will result from a program of this type?

(1) Better understanding, awareness, and humanistic approach to students and to the field of work.

(2) New ideas for classroom use. I think we always need new ideas.

(3) I hope I will now be better able to communicate. I realize now that all students don't have to go to college.

(4) An awareness on the part of the participants of the many jobs and the qualifications for different jobs.

(5) Most participants I know have made tremendous adjustments in their thinking and attitudes.

(6) Individuals sharing ideas and how we all plan a great role in career development of all children.

(7) I'm hoping myself and a lot of others will get down to real life teaching so the kids can have a real life experience.

(8) I see the teachers becoming more aware of students' feelings.

(9) Integrate occupations in class content.

(10) All involved will be better equipped to teach.

(11) To make my own academic discipline more relevant to the World of Work.

(c) Do you feel this type of program should become a regular way of training teachers and administrators?

(1) This experience is badly needed by all academic teachers and administrators in particular in order to re-orientate their disciplines.

(2) It is relevant and necessary and not covered in other training.

(3) I feel we have teachers and administrators that must come out of the school and really discover other areas of work.

(4) This type of program helps develop skills in communications. Both teachers and administrators fail drastically in these areas.

(5) Group dynamics very important. Good sensitivity experience. Good to rub elbows with other grade levels and other areas.

(6) We learn as much from each as we do from college instructors.

(7) It should be mandatory for all administrators.

(d) Do you perceive any changes in yourself as a result of this summer program?

(1) It seems attitude is much more important than a high degree of skill. I hope to concentrate on helping children acquire a positive attitude toward learning instead of pushing only academic skills.

(2) A change in attitude--the academic "sacred cow" has been butchered.

(3) I believe I am much more sympathetic toward career education and toward students in general.

(4) I feel I'll be better able to respond to the students but especially administrators.

(5) Hopefully--more critical of my attitudes--see where I need to change.

(6) I have a better understanding of myself. I have a wide knowledge of the World of Work. My feelings on discipline have changed significantly.

(7) I feel that career education is going to make my subject matter more relevant.

(e) What are your long-range plans and trends for your department?

(1) Try to make courses more meaningful to World of Work. Provide opportunity for more "hands-on" type of experience. Get students involved in doing.

(2) I hope to team teach and to convince the other teachers of career education. I also hope to eliminate some old instructional procedures and attempt a total new program.

(3) Hopefully to use career education as an approcah to present materials.

(4) I want to take a better look at the different kinds of industries in our community and see what kinds of resource people can fit in our curriculum.

(5) Become more career-oriented with emphasis on human relations.

(6) Do all I can for the kids.

Follow-Up

The teacher receives three of the nine credits total when they write a paper nine months after completion of course which answers this question: "What have I done in my classroom activities to implement career education?"

Proposed Program: An Instructional Approach to the Pre-Service and Initial In-Service Preparation of Vocational-Industrial Teachers

Director of Program: David C. Bjorkquist, Chairman, Department of Industrial Education, University of Minnesota, Minneapolis, Minnesota 55455

Population

The primary population to be served by this project will be the pre-service vocational-industrial teachers who have met the trade experience requirements for certification to teach in the area vocational schools of the State of Minnesota. A secondary population will be the undergraduate students who are enrolled in industrial education on the Twin Cities campus of the University of Minnesota. The instructional packages developed during this program will probably be used in an introductory course for these people.

The outcomes of this project will be available to industrial teacher education programs located in other campuses of the University, the Minnesota State College System, and other vocational teacher education programs of the state.

Terminal Objective

The major objective is to develop a series of multi-media individualized instructional packages to develop the pedagogical competencies necessary for a beginning vocational-industrial teacher to enter the classroom. To enable these instructional materials to be used regularly in vocational-industrial teacher education, they will:

(a) articulate with a continuing program of teacher education; and

(b) be adaptable for use in states with certification requirements and teacher education logistical problems similar to Minnesota's.

Each package will be a unit identified as necessary to the preservice preparation of the beginning vocational-industrial teacher and will consist of a segment of instruction utilizing appropriate mass media and/or individualized media. Each unit package will be designed so it may be used in a mastery level learning scheme and will include measures of the learner's competency.

Enabling Objectives

The major project objective will hopefully be achieved by undertaking the following eight tasks which are described below and illustrated in Figure 1.

1. Identify Beginning Teacher Competencies.

An initial search of the literature will be undertaken by the project staff to identify and define the role and required competencies of the beginning vocational-industrial teacher. This search has been completed.

2A. Validate the Identified Competencies.

The initial competencies are to be revised and validated by a group of experts composed of selected TVI directors, experienced and first year vocational teachers, and teacher trainers. If it seems advisable, additional inputs will be requested from industrial training program directors in the immediate area.

2B. Identify Teaching Modes.

The instructional modes through which the beginning competencies are to be developed will be identified and production sources to produce the desired instructional A-V materials will be chosen. A questionnaire has been sent to all area schools to determine the extent of the media throughout the state to enable an instructional mode to be chosen that will be compatible with existing media.

3. Prepare Instrucational Content.

Instructional content will be prepared through an interaction of course content consultants and project staff to develop a program to teach the previously identified competencies.

4. Prepare Instructional Packages.

Authors will be chosen and contracted to prepare one or more units. Persons selected will be chosen because of their competency in the content area and their ability to present it. The project staff will provide each author with pertinent materials which relate to the unit under preparation and provide coordination for the program development.

5. Internally Validate Instructional Packages.

The individualized unit packages will be validated by teacher educators, TVI directors, course content consultants, experienced teachers, and tried out on undergraduate students in various industrial teacher education programs in the state. Ineffective packages will undergo redevelopment.

6. Externally Validate Instructional Packages.

The revised individualized instructional packages will be field tested on a tryout basis with pre-service vocational-industrial teachers. This phase will involve teacher educators, TVI directors, and project staff to identify the pre-service subjects, administer the packages, and conduct an evaluative follow-up on the effectiveness of the learning packages.

7. Revise Instructional Packages.

On the basis of observations by the project staff and the reactions of students and the teachers using the instructional packages, refinements will be made.

8. Prepare Final Project Report.

The project staff will assemble the instructional packages and prepare the final project report. Instructional packages are to become operationally available during the fall of 1974.

Abstract

A major problem in bringing tradesmen from industry into the classroom as teachers is in providing them with appropriate teacher preparation at the time they need it. The purpose of this project is to develop a series of multi-media instructional packages to equip vocational-industrial teachers with the pedagogical competencies they need to enter the classroom. Each instructional package will include appropriate individualized instructional media and materials for application phase activities.

The instructional packages will be field tested with a group of tradesmen prior to their entry into the classroom. Mastery learning of the pedagogical competencies included in the instructional packages will be expected. Observations about the usability of the materials will be

gathered from students, teacher educators, and others involved in the application phase of the project.

MONTANA

State Director of Vocational Education	State Part F Coordinator
Mr. Benjamin Hines State Capitol Building Helena, Montana 59601	Ms. Barbara Crebo State Board for Voc. Ed. State Department of Education Helena, Montana 59601

Funds were used to help support the Interstate Health Occupation Education Conference which was held in Helena, April 17-19, 1972. This was the second Interstate Conference which brought together representatives of various interests in health occupation education and health care areas. This conference included the states of Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming. The purpose of this conference was to discuss the preparation and training of teachers in health occupation programs. Fifteen representatives from Montana attended the conference. The objectives of the conference were to:

(a) communicate needs and purposes of teacher preparation in the several health fields to institutions and agencies involved in education for health occupations;

(b) explore various criteria for credentialing and certification, and delineate common criteria for health occupation education;

(c) demonstrate innovative approaches to improvement of instruction; and

(d) identify interagency roles in the development of teacher education programs in statewide planning.

The participants unanimously agreed that the health occupation instructors have expressed through various avenues a desire for basic teacher training methodology. Through recommendations from the conference, avenues for solutions to the problem have been identified. These recommendations have been printed in the final report of this conference.

Another project supported in part by EPDA, Part F, 553 funds was an in-service training program for all vocational education and basic skills personnel in the office of the Superintendent of Public Instruction. Several weeks of in-service training were provided the above mentioned staff to develop a knowledge of, skills in, and methodology to, implement the School-Community Assistance Process. The objective of this process is to provide assistance to local school districts in writing or reviewing their philosophy and goals, identifying educational needs, developing alternative solutions to meet their needs, planning

and implementing desired changes and evaluating new or existing school programs. All trained staff members are involved in assisting local school districts, who indicated a desire to participate, in implementing the process in their community.

At the present time workshops are being developed to:

(a) train Trade and Industrial educators in the Cooperative method of instruction, and

(b) explore new directions for Industrial Arts' courses which will facilitate the development and implementation of a program consistent with the objectives of career and vocational education.

These workshops are to be conducted in the early summer and will be supported in part by EPDA, Part F, 553 funds. Montana's EPDA, Part F, 552 graduate has been involved in writing the proposals for these workshops.

NEBRASKA

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The Nebraska projects are designed to begin to alleviate the needs in the priority areas identified by the Nebraska Vocational Education Professions Development Advisory Committee.

PRIORITY ONE:

To establish statewide coordinated teacher preparation programs to meet statewide needs.

In an attempt to meet the number one priority, a full-time staff position was created to provide the necessary leadership from the State Department level. Duties of the Part F Coordinator will be to:

(a) coordinate vocational teacher education programs throughout Nebraska;

(b) collect data for analysis to determine the supply and demand for vocational-technical teachers;

(c) establish exchange programs with business and industry and vocational teacher education;

(d) determine needs and establish meaningful and relevant in-service programs for vocational-technical teachers at the secondary, post-secondary, and adult levels;

(e) assist in the development of career education as it pertains to Vocational Professional Personnel Development; and

(f) establish and coordinate the priorities as recommended by the Nebraska State Advisory Council for Vocational Education concerning Professional Personnel Development for the state.

PRIORITY TWO:

The need to establish a program for preparing trade and industrial education teachers. In-service training will be provided in the areas of skill development, improvement of teaching techniques, and exchange programs.

Project One - An In-Service Institute in Vocational Carpentry Curriculum Development for Nebraska Secondary Trade and Industrial Instructors.

This institute was provided for 20 secondary trade and industrial teachers. The primary purposes were to assist the trade and industrial carpentry teacher in implementation of a state approved carpentry program and to assist the trade and industrial carpentry teacher in the application of institute instruction during the first semester following the institute. The institute provided trade and industrial carpentry teachers with the competencies necessary to organize and implement successful carpentry programs in Nebraska. Participants were familiarized with up-to-date curricular developments in Nebraska Vocational Education.

Project Two - A continuation of the above EPDA Carpentry Institute with the following objectives:

(a) provision of skill training for secondary trade and industrial educators in carpentry, electricity construction, and plumbing and pipefitting;

(b) provision of skill training in cooperation with Milford Community Technical College;

(c) provision of close coordination and articulation between the institute director and Milford Community Technical College;

(d) provision of a study of the methods and techniques for implementing the state approved building trades curriculum guides; and

(e) development of an institute, a follow-up, and an evaluation component within the total project.

PRIORITY THREE:

The need to improve guidance and counseling programs to provide information to students and parents concerning career opportunities.

Project One - Professional Development in Career Education: An Institute.

This institute was designed for 20 Guidance and Counseling, and Vocational Education personnel. The objectives of the project were to enable participants to:

(a) develop, administer, and summarize the results of a survey of youth needs related to career education;

(b) synthesize a decision-making model and provide a rationale for it, showing the importance of information to decision-making across the normal span of vocational development;

(c) conduct a career interview;

(d) translate career interview data into information for use by students, teachers, and/or administrators;

(e) develop a set of guidelines for evaluation of materials for potential inclusion in a local career education program;

(f) demonstrate the location of a variety of materials suitable for use in career education programs, grades K-14;

(g) develop a set of guidelines suggestive of ways to involve community leaders, educators, and the industrial and business community in career education change;

(h) develop a career education project suitable for implementation in the local school; and

(i) demonstrate that they have changed their functions and/or materials in response to self-determined local needs.

NEVADA

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Major Results From EPDA Part F

1. Establishment of a Career and Vocational Education Professional Development Unit at the University of Nevada, Reno (January 4, 1973).

2. Workshop for teachers of the handicapped and disadvantaged in Clark County. Purpose to determine vocational opportunities for the handicapped and vocational training needed.

3. Career education orientation for department heads and lead teachers in junior high and senior high schools in Clark County School District.

4. Elementary career education orientation for all fourth, fifth, and sixth grade teachers in Washoe County Schools (Reno). Career awareness in all elementary schools in the county.

5. Washoe County Elementary Career Education Concept and operations transported to the counties of Elko, Humboldt, and Nye in Nevada for implementation.

6. White Pine County School District citizens and school personnel are in the process of evaluating their total educational process, especially vocational education.

7. Orientation of all guidance counselors in Washoe County to the career education concept and to define their roles.

8. Elko County School District developed a VIEW project of occupational opportunities in Elko, Nevada, with some emphasis on the national opportunities--used by junior high and senior high students to assist in their career choices.

Summary of Nevada Programs

Unique Successes:

1. Exploration of Elementary Career Education Program.

The Elementary Career Education Concept and program as it has been developed and implemented in the Washoe County School District through their exemplary project with the Vocational Branch of the State Education Department and teacher orientation assistance through EPDA, Part F, Section 553, has been exported with modifications to two other school districts in Nevada (Nye and Elko). Two school districts are in the process of preparing for an orientation program in Elementary Career Education utilizing the Washoe County approach.

Success of these programs has been due to the utilization of a workshop approach for the school personnel where the "Conceptual Model for Career Education in Nevada," as developed by members of the State Department of Education under the auspices of the Vocational Branch, is presented and discussed. Then personnel from the Washoe School District are utilized to follow-up the "Conceptual Model" presentation by explaining and showing how the Elementary Career Education program operates in Washoe County. Then the participants work together to determine their course of action with assistance from personnel from the Washoe County School District.

2. Cooperation among Districts.

EPDA sub-projects have been developed whereby districts have cooperated in having their personnel get together for a workshop on common problems.

(a) Up-dating electronics instructors.

(b) Up-dating agricultural instructors.

(c) Up-dating shop, home economics and business teachers.

3. A statewide system in Nevada whereby the local school superintendents and vocational directors could obtain needed support for upgrading their personnel with the minimum of red tape.

4. Utilization of personnel in conducting workshops and institutes because of their abilities and not the degree they have.

5. The opportunity to obtain cooperation from many people in conducting the workshops.

(a) Local personnel.

(b) State Department personnel.

(c) University of Nevada personnel.

(d) Other in-state personnel.

(e) Out-of-state personnel.

6. Vocational teachers in a workshop in the Las Vegas area spent one day visiting local business and industry to obtain job descriptions and job analysis information (turned out to be a great public relations department also).

7. A workshop in the Clark County (Las Vegas) School District to inform teachers and counselors of the various special and cooperative programs which are being developed in the District for the handicapped and disadvantaged. Also to begin to identify vocational opportunities in the community for the handicapped and disadvantaged:

(a) Follow-up workshops were held by the District.

(b) Establishing skill training centers in the school setting for the handicapped and disadvantaged students.

(c) Work program for the handicapped and disadvantaged utilizing performance-based objectives.

(d) Purchased three T.V. classroom packs for instructional purposes.

(e) Utilization of special skill devices in the training program in the class setting:

(1) tele-trainers,
(2) master charge,
(3) time clock,
(4) etc.

8. Implementation of the auto live-work concept in the Elko County School District into shops.

9. Development of the Elko Learning Kits on Occupations microfilm program to explain occupations for the junior high and senior high students in the Elko School District.

10. Incorporation of Advanced Tailoring on an individual basis in the Elko County Home Economics classes.

11. Teaching of Business and Office Occupations on an individual basis in the Owyhee School.

12. Two programs especially designed to assist the Indians at Owyhee:

(a) School Farm Laboratory.

(b) Cluster Development in Office and Business Occupations.

13. Nine Blacks and one Spanish American have been involved in the programs.

Problems:

(a) No Indians have participated in the statewide Personnel Development Program.

The Project Director has been approached about the possibilities of assisting in the development and implementation of a program to assist Indian students to attend the Community College and University to become vocational counselors and instructors.

(b) At present the University system in Nevada only prepares vocational teachers in the following areas: Vocational Agriculture, Home Economics, and Industrial Arts (non-vocational).

The VEPDA Coordinator has been involved in coordinating activities to develop and implement a Career and Vocational Education Professional Development Unit for the University of Nevada system.

A program plan, that is acceptable to the State Vocational Director of Nevada, for the professional development of vocational personnel was presented to the President of the University of Nevada, Reno, on November 30, 1972.

NEW HAMPSHIRE

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State Part F Coordinator

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1. Development of a Document Containing Guidelines to Enable Individual States to Develop a Guide for Career Education - K-14

Director of Program: Floyd P. Bailey, Associate Education Consultant, State Department of Education, Concord, New Hampshire

Participants: 42 - Each state identified 14 people to participate in the workshop. Composition of the group are: Counselors (5), Teachers (4), Administrators (4); Others (1 each)--State Department, Labor Union, Business, Legislator, State Board of Education, Curriculum Specialist, Teacher Educator, Counselor Education, Vocational Educator (all representing elementary, middle, secondary, and post-secondary schools).

Duration: May 22, 1972 - May 26, 1972

The proposal is designed to accomplish a tri-state (Maine, New Hampshire, and Vermont) workshop for development of a document containing guidelines to enable the individual states to develop a Guide for Career Education, K-14, May 22-26, 1972. Its specific purpose is to produce a document containing guidelines to enable individual states of Maine, New Hampshire, and Vermont, to develop a Guide for Career Education, K-14

2. A Seminar for Personnel Involved in Promoting Student Choice With an Emphasis on Career Education

Director of Program: Edward C. Oleson, New Hampshire Vocational-Technical College, Berlin, New Hampshire

Participants: 20 - Invitations extended to New Hampshire counselors, counselors in training, guidance directors, principals and superintendents. If there are vacancies, openings available to other tri-state individuals in the order above.

Duration: June 26, 1972 - July 7, 1972

Purpose - (a) To recruit and select twenty (20) counselors in training, guidance counselors, principals and superintenderts who are in a position to profit from this program plan.

(b) To conduct a two-week seminar which will:

(1) provide meaningful exposure to information relative to both philosophy and operational procedures in occupational procedures in occupational education;

(2) assist in a revitalization and upgrading of the participants knowledge in the areas of business and industry;

(3) promote participant interaction on an informal basis with instructors and consultants which foster rapport and encourages face-to-face learning and growth;

(4) identify and clarify the academic requirements and relationships between training and the world of work;

(5) identify various sources of occupational information available outside the school community;

(6) arrange a practicum situation involving goals and objectives in career education;

(7) develop a need for change within the target system by:

a. generating problem awareness,
b. translating problem awareness into a desire for
c change, and
d. translating desire for change into a specific desire for help in examining alternate solutions and establishing ideas and action plans;

(8) implement a model of the State Guide in Career Education; and

(9) foster a commitment to assist on terms working throughout the next two (2) years to acquaint communities with the State Guide for Career Education, K-14-Adult.

3. Behavioral Objectives Related to Task Analysis and Methods of Instruction

Director of Program: Edward C. Oleson, New Hampshire Vocational-Technical College, Berlin, New Hampshire

Participants: 20 - Applicants selected will be teachers, little or no formal training in the development and evaluation of behavioral objectives. Preference given to teachers of vocational and business courses.

Duration: June 26, 1972 - July 7, 1972

Purpose - (a) To recruit and select twenty (20) practicing teachers in fields of education relating to vocational education. Those selected will have had little or no formal training in the study of behavioral objectives and their implications.

(b) To conduct a two-week workshop which will:

(1) explain the vital differences between behavioral and non-behavioral objectives;

(2) give practice in the development of desirable steps in the writing of behavioral objectives;

(3) identify and measure characteristics and development in the affective domain, cognitive domain, and psychomotor domain; and

(4) identify the steps in the evaluation process and forecast realistic expectations on behalf of the learner.

(c) To follow-up and evaluate each participant's use of behavioral objectives in terms of student application and probable success.

Proposed Projects 1973-1974

(a) Up-dating and exchange of programs.

(b) Workshop to adapt and develop learning activity packets in common curriculum areas.

(c) Behavioral Objectives with an emphasis on individualized instruction.

(d) A Seminar in Evaluation - Accountability for Leaders in Vocational-Technical Education.

(e) Workshop to Coordinate Efforts in In-Service Training Between Industry, Business, Schools, and Colleges.

(f) Seminar for personnel involved in promoting student choice with an emphasis on career education.

(g) Training Seminar in Vocational-Technical Education.

(h) Implementing a career education program within the supervisory district K-12.

(i) Industrial Arts Curriculum Project for a pilot program to educate teachers in the procedures of meeting specific needs of students to the knowledge about the man-made world.

(j) Enabling instructors of the Fire Service Training Program to gain the necessary information of how to write and instruct by performance objectives.

(k) A series of seminars designed to develop awareness to relevance of programs and courses in the World of Work.

(l) Workshop to revise the career education guidelines already developed.

(m) Administering incentive awards for individual professional improvement.

NEW JERSEY

State Director of Vocational Education

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Assistant Commissioner of Vocational Education
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Trenton, New Jersey 08605

State Part F Coordinator

Mr. Joseph Dzurenda
State Board for Voc. Ed.
State Department of Education
Trenton, New Jersey 08605

EPDA Sub-Projects

1. Project to recruit individuals from business and industry to become vocational teachers and fill anticipated vacancies. Program would provide for 25 candidates to complete a series of certification courses in professional education.

2. Project to improve the skills of selected teachers of adults who work with unemployed and underemployed adults in various programs (MDTA, WIN, ABE) in the State of New Jersey. One of the major goals is to come up with a sequential deliverable model for the dissemination of such information for adoption by the state.

3. Project to foster the implementation of career education into local school districts by developing a team(s) of college faculty members who will work with school personnel. The college team(s) will be available to interested schools to present career education information and to provide assistance in a self evaluation of the schools' career programs. The college team will then work directly with the teaching staff of the schools in those areas identified by the school as needing strengthening.

4. T4C. This project is designed to aid the central staff of Technology for Children (T4C) to help local implementers become self sufficient innovative units which provide children with a more complete preparation for life in our technological age. In each T4C unit the designated educational leader, principal, vice-principal or unit leader is assisted in achieving the objectives of T4C.

5. Program to provide in-service programs for leadership personnel at vocational-technical schools, comprehensive high schools and community colleges to enhance their awareness of curricular changes in vocational-technical education and career education.

6. Program for teachers of students in grade 11 who are identified as educationally disadvantaged. The student program will involve work experience. This project emphasizes an integrated program of studies geared to the students' abilities and work preparation needs, and a strong emphasis on developing positive self-concepts and desirable work attitudes. An in-service teacher-training program will be conducted by the college to develop a team-teaching approach and an integrated curriculum designed specifically for the student program as described above.

7. Project to develop methods of instructing special needs youth who are in the mainstream of vocational education. The proposal calls for the training of vocational instructors to:

(a) develop methods and techniques of teaching special needs students;

(b) construct learning activity packages for special needs students;

(c) develop vocational audio-visual aids for special needs students; and

(d) field test the methods and techniques that were developed in the program.

8. T4C. Project to initiate a series of three, one-week workshops for elementary education and special education teachers to provide them with the knowledge and skills necessary to conduct tool-material activities with children in a classroom environment. The workshops are based on the philosophy that tools, materials and appropriate activities enable children to explore, investigate, manipulate and thus become more active participants in their own learning.

9. Project to develop "In-Service Career Education Training Programs" which will provide services for all members of the educational community in local districts in New Jersey. This planned flexible program will reconstruct and develop new curricula and courses of study to meet the needs of schools and society.

10. Project to develop "The Introduction of Techniques of Acquiring and Disseminating Occupational Information to Secondary Guidance Counselors." The nature of this project is to make secondary guidance counselors aware of the latest techniques in acquiring occupational information and career paths. In addition, the counselors will be introduced to techniques of disseminating the acquired information to secondary students.

11. Project to present "Institute for Developing Learning Systems." Using the systems analysis technique, teachers from selected vocational areas from across the state will structure a common curricula for given occupational areas in terms of a total learning system.

12. T4C. Project to develop in-service program for educators in Technology for Children. To provide a learning resource and media center and orientation workshops for elementary school teachers and administrators in Hudson County and to train faculty members of Jersey City State College in philosophies and concepts in "Technology for Children."

NORTH CAROLINA

State Director of Vocational Education

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State Part F Coordinator

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State Board for Voc. Ed.
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1. Workshop for State Staff in Occupational Education

Participants: 58

Proposed Duration: January 9-12, 1973

Objectives - Upon completion of the workshop each staff member will be able to:

(a) demonstrate an understanding of the goals and objectives of the Division of Occupational Education and Department of Public Instruction;

(b) demonstrate an understanding of his or her role within the framework of the objectives of the State Department of Public Instruction and Division of Occupational Education and how his role relates to the role of others; and

(c) plan his program of activities setting priorities but building in flexibility sufficient to allow the plan to change to demonstrate a workable knowledge of management by objectives.

2. Workshops for Superintendents, Principals and Post-Secondary Personnel (a total of three workshops are being planned)

Participants. 150

Proposed Duration: April, 1973

Objectives - The overall purposes of the project are to:

(a) upgrade competencies of selected superintendents, principals, and post-secondary personnel in programming, operation and articulation of occupational programs.

(b) provide opportunities for selected school administrators (secondary and post-secondary) to observe successful and innovative programs in operation; and

(c) promote interaction and dialogue between school administrators (secondary and post-secondary) and representatives from business, industry and agriculture.

State Director of Vocational Education

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State Department of Education
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1. An In-Service Conference for North Dakota Vocational Personnel Titled "The Role of Vocational Education in Career Education"

Director of Program: Mr. Ed Bollinger, Business Administration Instructor Bismarck Junior College, Bismarck, North Dakota

Participants: 425 vocational personnel--369 vocational instructors/coordinators (junior high, senior high, post-secondary vocational, adult); 15 vocational supervisors; 15 vocational administrators (local directors); 16 vocational teacher educators (all service areas); and 10 vocational counselors. These vocational personnel are not being trained for a different level of position.

Student Target Group - Educational level--junior high, senior high, post-secondary vocational, adult; Ethnic background--no particular ethnic focus; Urban/Rural background--no particular geographic focus; Special characteristics--the target group of the Special Needs section of the conference is the handicapped. No other special characteristics.

Cooperating Agencies - All local schools and institutions are indirectly cooperating by virtue of allowing their vocational personnel to attend the conference, particularly those individuals under contract.

Other state agencies, such as the Division of Vocational Rehabilitation, Department of Public Instruction, State Employment Security Bureau and the State Employment Service are cooperating through various presentations that are being made throughout the conference.

Objectives - The broad objectives of the conference are to:

(a) upgrade the professional personnel involved in vocational education programs in North Dakota;

(b) sharpen the focus of the role of vocational education in the career education concept; and

(c) continue to foster a spirit of cooperation among the vocational program areas facing common educational problems.

Specifically, our main objective is to orient and create a greater awareness of the career education concept for all vocational education personnel in North Dakota and provide them with the strategies for implementing and integrating the career education concept into their area of instruction.

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State Department of Education
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1. An In-Service Teacher Education Program of Business and Office Education Graduates from Technical Schools

Project Accomplishments - Negotiations have been initiated with three teacher education institutions--University of Cincinnati, Ohio State University, and Ohio University--to establish office education laboratories and provide teacher education experiences in a simulated office environment. The laboratories are similar to those found in many high schools and will provide potential teachers firsthand experiences in the utilization of simulated office education methods as an integral part of their teacher education experiences. It is anticipated that 150 teacher candidates will be served during this first year. The labs will be used to help technical school graduates complete certification requirements and receive a bachelor's degree.

2. Development of a Home Economics Teacher Education Program for the Teaching of Consumer Education

Project Accomplishments - A curriculum guide for teaching consumer education at the collegiate level was developed and finalized by representatives from ten teacher education institutions. In addition, instructors of consumer economics and related programs of study were helped to initiate dialogue among the various colleges and departments with program offerings. As a result, a common program of consumer economic education is developing on each of the ten campuses with special emphasis on materials and instruction methods for teacher education programs for elementary and secondary teachers.

3. A Pre-Service Summer Training Program for Coordinators, Teachers and Others of Ninth-Tenth Grade Career Exploration Program

Project Accomplishments - A program development guide for use by existing and developing programs was developed and disseminated to all participants and all school districts in Ohio. In addition, 180 coordinators and/or teachers of career exploration participated in six four-week workshops to help them develop the content, experiences and instructional techniques to serve in a leadership role in the development and expansion of career exploration and career development programs in their respective districts.

4. Training Program to Help School Administrators to Plan, Program and Budget for Local Vocational Education Programs

Project Accomplishments - Over 160 school administrators, special emphasis given for school principals, attended four regional workshops to learn about and develop ways and means for implementing and sustaining vocational education programs in their schools. Because of the great demand for the workshop by school districts not able to participate in the regional meetings to the extent desired and the less-than-anticipated cost, a fifth workshop was conducted for the principals of the Cleveland City Schools. Two similar workshops are being planned for principals and administrators in the Cincinnati City Schools and in the schools surrounding the Cincinnati area.

5. A Program for the Retrieval, Assimilation and Dissemination of Information Regarding Vocational Education Programs, Activities and Projects

Project Accomplishments - A full-time staff member is being trained to direct a communications' program which includes identification of target audiences, collection and packaging of information and dissemination through use of media best suited for the content and target audience.

To date, an overall communications strategy is being developed, brochures have been designed, consultancy services have been provided to state and local education agencies in the techniques of public communication, utilization guides have been developed to accompany information packages. A sixteen millimeter film is also being developed for use with audiences at the local and state levels to show what vocational education programs are doing and train personnel at the local and state levels in development of a comprehensive public information package.

6. Preparing Teachers to Teach the Disadvantaged and Handicapped

Project Accomplishments - Three patterns for preparing teachers for the Occupational Work Adjustment program are being tested. It is hoped that the current two-year in-service pattern can be reduced to one year and a tested model developed to help better prepare teachers of the disadvantaged and handicapped in other areas of vocational education.

7. Career Development Program Extension and Expansion

Project Accomplishments - Representatives from 38 of the 53 teacher education institutions were given a four-day orientation to the career education program in the elementary and secondary schools of Ohio. There were two workshops scheduled. The first was devoted to orientation. The second workshop conducted three months later gave the teacher education institutions a forum for sharing the career education developments they had generated on the respective campuses since the first meeting. Although the reception to the orientation of the career development concept was somewhat cooler than desired, the enthusiasm shown in terms of campus development in three months was phenomenal. It was evident the career development concept had been accepted and program development initiated.

A second phase of this project resulted in the upgrading of the career orientation guide for grades seven and eight, the completion of the

career motivation guide for grades kindergarten through six and the training of coordinators for the kindergarten through six and seven to eight grade programs to serve in a leadership role in the expansion and extension of career development programs in each of the 102 vocational and education planning districts.

8. Technical Education Teacher Training Institute

Project Accomplishments - A model is being developed to serve in the development of teacher education programs for teachers of technical education programs. The teachers involved are responding favorably and a model is forthcoming.

9. Veterans in Trade and Industrial Education

Project Accomplishments - because of several implementation difficulties, this project is still in the development stages. The difficulties experienced in developing and implementing this project have been worked through, and the proposal is in the final stages of preparation.

10. Upgrading Local Education Agency Plans for Vocational Education

Project Accomplishments - This project is to be developed in response to the need for a compatible planning system at the state and local levels. The state planning and control system utilizes the management by objectives' concept. This project will train local education agency and vocational education planning district personnel in each of the 103 planning districts to utilize the same concept in implementing a management system for vocational education. Target date for project implementation is late spring, 1973.

OKLAHOMA

State Director of Vocational Education

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State Part F Coordinator

Mr. Arch Alexander
State Department of Education
Stillwater, Oklahoma 74074

EPDA Special Projects

(a) A Model to Improve Pre-Service Programs in Vocational and Technical Teacher Education (for Vo-Tech teacher educators at OSU) - Jim Key, Oklahoma State University.

(b) A National Conference for Planning of In-Service Programs for Teachers of American Indian Students - Conducted July 10-12, 1972 - Joe Kinzer, State Department - 60 participants.

EPDA Regular Sub-Projects

(a) Continuation of an Industry/School Exchange Program for Development of Education Personnel (teachers work in industry a specified number of hours per month for up-dating their professional competencies

and gaining college credit" - Gordon James, Southeastern State College - 22 participants.

(b) Continuation of Management by Objectives for Oklahoma Vocational and Technical Education Personnel (state staff plus personnel in twelve area vocational-technical schools and two comprehensive high schools) - Chuck Hopkins, State Department - 500 participants.

(c) Continuation of a Pilot Program for Preparing Leaders and Teachers in Allied Health Occupations - Leroy Overstreet, Central State University - 30 participants

(d) Continuation of a Teacher Training Program for Vocational Education (new vocational teachers) - Doyle Butler, Oklahoma State University - 22 participants.

(e) A Workshop to Improve Guidance and Counseling in the Public Schools (plus a follow-up and evaluation) - Price Ewens, Oklahoma State University - 47 participants.

(f) A Project Designed to Define the Role of Industrial Arts in Career Education in Oklahoma (plus a follow-up and evaluation) - Harold Polk, Oklahoma State University - 36 participants.

(g) The Effect of Skill Training on the Career Guidance Practice of Counselors (plus a follow-up and evaluation) - Si Bowlan, Oklahoma City Public Schools - 15 participants.

(h) Inter-University Vocational and Technical Teacher Education Conference on Ohio State Center Developed Simulation Materials - Conducted January 4 and 5, 1973 - Lloyd Wiggins, Oklahoma State University - 26 participants.

OREGON

State Director of Vocational Education

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Salem, Oregon 97310

State Part F Coordinator

Mr. Donald M. Gilles
State Board for Voc. Ed
State Department of Education
Salem, Oregon 97310

1. Secondary and Community College Focus

(a) Continuation (second year) of a project designed to prepare interested persons recruited from business and industry to become qualified vocational teachers in secondary school vocational programs. Thirty-four persons were trained during FY 1971-72 and 27 are currently in training for FY 1972-1973. The training includes a 10-day pre-service workshop and three terms of in-service.

(b) A program for recruiting and training community college vocational teachers from business and industry. This project is also in its second year of operation. Participants spend three hours/week for 33 weeks in formal course work and an additional 3 hours/week in observation, practice teaching and seminar activities.

(c) A program similar to the ones noted above involving five community colleges within a 100-mile radius of Lane Community College. Training is geared primarily for the community college vocational programs but some participants have accepted and are teaching in secondary vocational programs.

2. Field-Based Personnel Development

The development of an off-campus, satellite career education personnel preparation center. Primarily a developmental activity with a view toward becoming a state and national model program. The project musters the resources of a multiple of agencies wherein Oregon's personnel needs can be met most effectively. Some project activities include in-service training, placement and supervision of students and intern teachers and aides.

3. Awareness Focus

A cooperative effort of the Beaverton School District, Clatsop IED, David Douglas School District and Portland State University. The purpose of the project is to develop and test a model for an in-service program to prepare elementary teachers to orient their students to the world of work and to develop student awareness of occupations and potential careers.

4. Career Education Counselors

A project designed to improve career education by enhancing awareness and identifying new roles and relationships for counselors and others in career counseling.

There are two parts to this project. The first part will be for counselors and other personnel from the David Douglas, Beaverton and Tigard area. The second part will be a capstone course primarily for Portland School District personnel (largely counselors) who participated in a similar EPDA program during FY 1971-72.

5. Career Exploratory Focus

This sub-project is for the establishment of a two phase sequential in-service teacher training program designed to develop teacher competencies and skills necessary for a career exploratory program--grades 7-10. The two phase in-service activity will complement the state's Vocational Part C Research Occupational Exploratory Developmental Program (PCE 7-10) involving one Portland High School and six supporting elementary schools.

PENNSYLVANIA

State Director of Vocational Education

Mr. John W. Struck
Box 911
Harrisburg, Pennsylvania 17126

State Part F Coordinator

Mr. Kenneth Swatt
State Board for Voc. Ed.
State Department of Education
Harrisburg, Pennsylvania 17126

Sub-Project Objectives

1. In-service activities aimed at preparing vocational education personnel to plan, initiate, administer and promote career development programs for youths and adults.

2. In-service programs aimed at improving the teaching methods and materials of vocational education programs for expanded, emerging or redirected occupations.

3. In-service and pre-service programs for improving the leadership abilities and the leadership development competencies of vocational education staff.

4. In-service programs which improve the performance of vocational education professional personnel serving disadvantaged or handicapped individuals.

5. In-service programs which improve the competencies of PDE vocational education staff members to perform the duties of the positions to which they have been assigned.

6. The development of new in-service programs and the modification of existing programs to prepare vocational guidance counselors.

Sub-Projects

1. The Pennsylvania State University Summer Workshop for Pennsylvania Area Vocational-Technical School Counselors

The purpose of this two-week program is to offer a workshop experience for guidance counselors from the Pennsylvania area vocational-technical schools. The workshop will focus on providing a nonprofessional or "blue collar" type of work experience, training in communication skills and application of the training and experiences to simulated counseling situations with clients from inner-city, rural, disadvantaged and handicapped populations.

2. Pre-Service Teacher Education Program at Somerset Area Vocational-Technical School

3 Pre-Service Teacher Education Program at Admiral Peary Area Vocational-Technical School

4. Pre-Service Teacher Education Program at North Fayette County Area Vocational-Technical School

The purpose of these two-week programs is to provide a pre-service program in professional development for new vocational teachers. The program will prepare teachers for the vocational interim certificate, carry college credit toward permanent certification and provide meaningful lectures and workshops that are related and essential to the duties and responsibilities of beginning teachers.

5. Pre-Service Instructional Program for New Teachers (Wilkes-Barre Area Vocational-Technical School)

The purpose of this two-week project is to orient persons with business and trade background to the profession of vocational education. Emphasis will be given to the identification of education procedures and principles of the teaching and learning process.

6. In-Service Programs for Implementing Career Education

This series of seminars is aimed at the training of vocational-technical teachers, administrators, counselors and selected elementary and secondary classroom teachers for implementing career education in the public, private and parochial schools of Montgomery County, Pennsylvania.

7. Vocational Teachers/Counselors On the Job

This program will place all vocational teachers and guidance counselors of the Ephrata Senior High School into a local business or industry for a period of one (1) week. The business or industry would be matched to the teaching assignment of the individual. The participants would include: five teachers from the Business Education Department, three teachers from the Agriculture Department, two teachers from the Home Economics Department, and three guidance counselors. One member of each of the above departments also serves as head of department and as such has both administrative and supervisory duties.

This project would be implemented in three phases:

(a) A four-hour pre-service phase to be conducted by a contracted university person who is recognized for his work in vocational education.

(b) Teachers and counselors would work one week in selected local business or industrial concern who have agreed to participate in the project. Such business or industry will be representative of the type employment available to vocational education students.

(c) A four-hour post-service phase to be conducted by a contracted university person who is recognized for his work in vocational

education. The post-session is that phase where an attempt will be made to identify those experiences which will tend to call for different education approaches and teaching methods. It is anticipated that a better awareness of emerging occupations will cause a change in both teaching content and teaching methods.

8. In-Service Curriculum Program at the Warren County Area Vocational-Technical School

The purpose of this 75-hour program is to provide the teachers at Warren Area Vocational-Technical School with an in-depth understanding and the development of skills for writing vocational curriculum in behavioral performance terms. Both cognitive and affective objectives will be stressed.

9. In-Service Education for the Office Practice Teachers of Allegheny County

This three-day workshop is planned to familiarize and increase the skill of approximately 50 teachers of office practice with the latest concepts of simulation and applicable instructional materials.

10. In-Service Education for Vocational Teacher Educators: The Area Vocational-Technical School and Community College

This two-day seminar is designed to up-date vocational teacher educators, particularly those who teach professional education undergraduate and graduate courses, concerning the area vocational-technical school and community college movements in Pennsylvania. It will be conducted in an area vocational-technical school and a community college. Particular attention will be given to principles and problems, including articulation between the two types of institutions.

11. Air-Conditioning and Refrigeration Instructor Institute (cancelled due to flood; to be conducted during July 1973)

The Air-Conditioning and Refrigeration Instructor Institute (105 hours) offers vocational educators and instructors up-to-date information in technology, course content, and facilities concerning the increasing sophistication of air-conditioning and refrigeration products, systems and control circuitry being manufactured at the present time.

The staff of the York Institute of Air Conditioning and Refrigeration of the Borg-Warner Corporation of York, Pennsylvania, will provide the expertise and facilities for the actual and experimental training program. Using the knowledge and facilities of the staff, the participants will be able to achieve a level of training not available to them on the job and during the school year. In addition, the institute location will be able to provide the necessary "blue collar" experience required for this program through the cooperation of the Borg-Warner Corporation of York.

RHODE ISLAND

State Director of Vocational Education

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State Part F Coordinator

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State Board for Voc. Ed
State Department of Education
Providence, Rhode Island 02908

1. Spring Semester Workshop in Career Education

Course Objectives

Participants will be exposed to the general concepts of career education and will develop specific skills that will meet their individual objectives. These may include but not be limited to the following measurable objectives:

(a) describe the goals, philosophy and techniques of career education;

(b) illustrate a career education plan based on the participants' own interest or level (subject matter or grade level);

(c) list component skills of a decision-making model of teaching;

(d) illustrate understanding of open classroom techniques;

(e) list ten sources of occupational information for their levels of teaching;

(f) become familiar with and reproduce the cluster concept of careers;

(g) list ten "hands-on" activities which could be assigned within the standard classroom;

(h) learn to identify and use appropriate community resources and list 50 such resources;

(i) prepare a list of guidance oriented, vocational information and career related subject matter materials available for classroom use;

(j) learn to formulate activities for different career clusters that also teach various subject matter skills;

(k) become familiar with the audio-visual tools available to aid in implementation of the career education concept; and

(l) produce a four week learning unit incorporating the career education concept for their subject area and teaching level.

2. In-Service Training Program for Rhode Island State Vocational Education Teachers of the Disadvantaged

The greatest resource a community has is its people. One of the reasons a governmental body exists is to help the people develop their talents and to apply them usefully. But government should not and cannot attempt to fulfill this function by itself, for individual initiative is the mainspring of social and economic progress in a democratic society. Government, though, should and can perform a key role in broadening the pathways to opportunity and thereby ease the progress of citizens toward more productive and dignified lives.

Scope of Work

The curriculum development workshop will be conducted by the core staff of Northeast AMIDS in cooperation with the Rhode Island State Department of Vocational Education and Rhode Island College. This core team will consist of a curriculum consultant, instructional media consultant and a human awareness consultant. Other Northeast AMIDS Staff Consultants shall be made available to the workshop's coordinator when their services are required.

The intent of this project is to provide a series of workshops for vocational educators of the disadvantaged for the State of Rhode Island. Each workshop will be an intensive training session in which the trainee will be taught to modify and develop the curriculum to meet the needs of the individual students. The trainee will learn about new materials and will also be taught how to prepare materials suitable for the disadvantaged to meet an educational objective. They will also learn about sources of instructional materials which are available and have proved effective for specific target groups.

In addition to the workshop, Northeast AMIDS will provide an ongoing service of a consultant. This individual will work through the State Director of Vocational Education to provide assistance to the trainees who have completed the workshop in their activities related to assisting other vocational teachers in modification and development of instructional materials and will assist these trainees in evaluation of the effectiveness and appropriateness of their modifications and developmental efforts in curriculum materials.

3. Rhode Island Agribusiness and Natural Resources Career Information for Teachers, Counselors, and Coordinators

School counselors, cooperative education coordinators, and teachers of agribusiness and natural resources need to be better informed about the wide range of careers requiring some education in agribusiness and natural resources.

In Rhode Island, we have identified ten instructional areas which relate to agribusiness and natural resources occupations. The ten areas

of instruction include: (a) Floriculture, (b) Turf Management, (c) Landscape and Nursery, (d) Food Products, (e) Resource Mechanics, (f) Resource Conservation Management, (g) Outdoor Recreation, (h) Marine Resources, (i) Small Animal Technology, and (j) Agri Services.

A study has been conducted to identify the careers related to the ten instructional areas. Occupational information will be available to indicate the nature of the work and worker traits, physical demands, working conditions, training requirements, and future trends. One objective is to develop 35mm colored slides to depict careers in each instructional area.

Teachers, counselors, and coordinators can benefit from joint participation in a cooperative effort to develop an awareness of need for career education for agribusiness and natural resources education in Rhode Island.

SOUTH CAROLINA

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State Part F Coordinator

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State Board for Voc. Ed.
State Department of Education
Columbia, South Carolina 29201

Proposed Projects for Summer 1973

1. Modification of Teaching Practices of Home Economics Teachers of Economically Disadvantaged Pupils.

2. A Proposal for an In-Service Teacher Education Program for Vocational Teachers of Office Occupation.

3. A Proposal for an In-Service Teacher Education Program for Distributive Education Teacher Coordinator of Disadvantaged Students.

4. A Proposal for an In-Service Teacher Education Program for Vocational Education Teachers (T & I).

5. A Proposal for an Institute on Occupational Information and Career Development for School Counselors.

6. A Proposal for Familiarizing Teachers with New Curricular Materials in Vocational Education Funded Under Sec. 554 EPDA.

TEXAS

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State Part F Coordinator

Dr. John Martin
State Board for Voc. Ed.
State Board of Education
Austin, Texas 78711

1. In-Service Education for Academic Teachers of CVAE for 1972-73

Applicant Organization:	EPD Consortium D Post Office Box 1300 Richardson, Texas 75080
Duration of Project:	7/1/72 through 6/30/73
Total Expenditures Required for Proposed Project:	$38,840
Funds Requested for Support of Proposed Project:	$38,840

Brief Description of Project

The proposal in training academic teachers for CVAE is submitted by EPD Consortium D, an interagency cooperative designed to consolidate educational resources in a given geographical area. EPD Consortium D includes Education Service Centers VII, VIII, X, AND XI; 359 school districts; and 48 institutions of higher education. Of these, Education Service Centers X and XI, East Texas State University, and North Texas State University have cooperatively planned and will participate in the activities of this proposal.

The education personnel to be prepared will be trained as academic teachers of CVAE personnel during the planned in-service program. During the in-service a team approach consisting of staff members of East Texas State University and North Texas State University, superintendents of sites, and the trainees will plan and work as a team. This team will be engaged in cooperative strategies of developing a viable program of CVAE personnel preparation during the 1972-73 school year. East Texas State University and North Texas State University will help participating local school districts utilize the CVAE academic personnel in the best interest of their total occupational education and technology program.

The specific intentions of the project are to:

(a) improve 80 professional persons as academic CVAE personnel through in-service training;

(b) improve academic programs of CVAE programs in the participating school districts; and

(c) field test materials and models developed in other areas.

This project was submitted under EPDA, Part F, Section 553, but the project was eligible for funding from other funds and other funds were used to conserve the state's Part F grant.

2. Project OOIT: Occupational Orientation Teacher Training

Applicant Organization:	EPD Consortium D Post Office Box 1300 Richardson, Texas 75080
Duration of Project:	4/1/72 through 6/30/73
Total Expenditures Required for Proposed Project:	$66,944
Funds Requested for Support of Proposed Project:	$46,944

Brief Description of Project

The proposal in Vocational Education Professions Development is submitted by EPD Consortium D, an interagency cooperative designed to consolidate educational resources in a given geographical area. EPD Consortium D includes Education Service Centers VII, VIII, X, and XI; 359 school districts; and 43 institutions of higher education. EPD Consortium D and North Texas State University have cooperatively planned and will provide the planned activities for 80 pre-selected occupational orientation participants.

The education personnel to be prepared will include 80 teachers of occupational orientation to be trained in two of the following vocational subjects during a five-week institute:

(a) Methods and Media for Teaching Vocational Subjects

(b) History and Principles of Vocational Education

(c) Planning and Organizing Programs of Vocational Guidance

(d) Occupational and Vocational Education Information

(c) Group Guidance and Counseling Procedures (optional for those who need only one course and have had "Planning and Organizing Programs of Vocational Guidance")

During the first four weeks of the institute, participants will be trained in two of the four courses offered. The fifth week will be an individualized project where the participant will utilize the newly acquired skills from the institute to develop his own instructional arrangements for the next school year based on the information gained during the institute.

The specific intentions of Project OOTT are to:

(a) train 80 teachers of occupational orientation in Methods and Media of Teaching Vocational Subjects, History and Principles of Vocational Education, Planning and Organizing Programs of Vocational Guidance, or Occupational and Vocational Education Information; and

(b) have 80 teachers of occupational orientation design a basic instructional arrangement based on a poly-sensory approach.

3. Professional Growth Training for Vocational Education Teachers in Consortium C

Applicant Organization:	EPD, Consortium C 707 West 30th Street Houston, Texas 77018
Duration of Project:	7/1/72 through 6/30/73
Total Expenditures Required for Proposed Project:	$21,778
Funds Requested for Support of Proposed Project:	$21,778

Brief Description of Project

The proposal for offering professional growth training for vocational education teachers is submitted by EPD Consortium C, an interagency cooperative designed to consolidate educational resources in a given geographical area. The designed geographical area includes those regions served by Education Service Centers, IV, V, and VI incorporating 167 school districts and 24 institutions of higher learning.

The educational personnel to be served by the proposal will be 100 vocational education teachers needing professional growth training for improving their industry and methodologies of teaching their designated courses. The participants will be enrolled in graduate-level courses offered by Prairie View A & M College which are designed to:

(a) provide participants with opportunities for studying the history and principles of vocational education;

(b) provide participants with the opportunity for learning how to plan and organize effective programs for vocational guidance;

(c) assist participants in learning how to collect, organize, and disseminate occupational and vocational information; and

(d) assist participants in developing effective instructional methods for vocational education.

The courses designed and offered by Prairie View A & M College will be held "off-campus" and near the population centers of Consortium C. Thus, they will enable participants to enjoy the training during the 1972-73 academic year.

4. In-Service Education for Academic Teachers of CVAE for 1972-73

Applicant Organization:	EPD Consortium C 707 West 30th Street Houston, Texas 77018
Duration of Project:	7/1/72 through 6/30/73
Total Expenditures Required for Proposed Project:	$42,351
Funds Requested for Support of Proposed Project:	$42,351

Brief Description of Project

The proposal in training academic teachers for CVAE is submitted by EPD Consortium C. an interagency cooperative designed to consolidate educational resources in a given geographical area. EPD Consortium C includes Education Service Centers IV, V, and VI; 168 school districts; and 6 institutions of higher education. Of these, all three Education Service Centers, 20 school districts, and Texas A & M University have cooperatively planned and will participate in the activities of this proposal.

The education personnel to be prepared will be trained as academic teachers of CVAE personnel during the planned in-service program. During the in-service a team approach consisting of staff members of Texas A & M University, superintendents of local education sites, and the trainees will plan and work as a team. This team will be engaged in cooperative strategies of developing a viable program of CVAE personnel preparation during the 1972-73 school year. Texas A & M University will help participating local school districts utilize the CVAE academic personnel in

the best interest of their total occupational education and technology program.

The specific intentions of the project are to:

(a) prepare 100 professional persons as academic CVAE personnel through in-service training;

(b) improve academic programs of CVAE in the participating school districts; and

(c) review and field test materials and models developed in other areas.

This project was submitted under EPDA, Part F, Section 553, but the project was eligible for funding from other funds and other funds were used to conserve the state's Part F grant.

5. In-Service Education Project for Vocational Teachers of CVAE

Applicant Organization:	East Texas State University Commerce, Texas 75428
Duration of Project:	7/1/72 through 6/30/73
Total Expenditures Required for Proposed Project:	$89,939
Funds Requested for Support of Proposed Project:	$89,939

Brief Description of Project

The proposal concerns a program of in-service education for pre-selected teachers of vocational subjects for students with special learning needs. In Texas, the program in which these teachers function is known as Coordinated Vocational-Academic Education. CVAE is designed for in-school youth possessing academic, socioeconomic, or other handicaps to such an extent as to prevent them from succeeding in standard educational endeavors. The teachers in this in-service program will be drawn from all areas of the state.

Fifty-five teachers participated in the first institute in 1970 and 176 in 1971. One hundred and fifty of these will return in the summer of 1972 and will be joined by 150 new participants. It is expected that 250 teachers will attend the summer '73 institute including 150 who participated in 1972, and 100 new additions.

This proposal would finance that portion of the summer '72 institute after June 30, 1972, the summer '73 institute and the intervening practicum experiences.

This institute will be based on classroom lecture, study, discussion, and experience. A ten-month follow-through practicum will be directed by the teacher educators in which scheduled visitation, consultation, and group meetings will provide for further development of participants and for continuous modification of local CVAE programs.

This project was submitted under EPDA, Part F, Section 553, but the project was eligible for funding from other funds and other funds were used to conserve the state's Part F grant.

6. Training Institute for Occupational Orientation Teachers

Applicant Organization:	EPD Consortium C 707 West 30th Street Houston, Texas 77018
Duration of Project:	6/1/72 through 6/30/73
Total Expenditures Required for Proposed Project:	$46,219
Funds Requested for Support of Proposed Project:	$46,219

Brief Description of Project

The proposal in Vocational Education Professions Development is submitted by EPD Consortium C, an interagency cooperative designed to consolidate educational resources in a given geographical area. EPD Consortium C includes Education Service Centers IV, V, and VI; 167 school districts; and 20 institutions of higher education. EPD Consortium C and Prairie View A & M College have cooperatively planned and will provide the planned activities for 60 pre-selected occupational orientation teachers.

The education personnel to be prepared will include 60 teachers of occupational orientation to be trained in two of the following vocational subjects during a five-week institute:

(a) Methods and Media for Teaching Vocational Subjects

(b) History and Principles of Vocational Education

(c) Planning and Organizing Programs of Vocational Guidance

(d) Occupational and Vocational Education Information

(e) Group Guidance and Counseling Procedures (optional for those who only need one course and have had "Planning and Organizing Programs of Vocational Guidance")

During the first four weeks of the institute, participants will be trained in two of the four courses offered. The fifth week will be an individualized project where the participant will utilize the newly acquired skills from the institute to develop his own instructional model for the next school year based on the information gained during the institute.

The specific intentions of the project are to:

(a) train 60 teachers of occupational orientation in Methods and Media of Teaching Vocational Subjects, History and Principles of Vocational Education, Planning and Organizing Programs of Vocational Guidance, or Occupational and Vocational Education Information; and

(b) have 60 teachers of occupational orientation design a basic instructional arrangement based on a poly-sensory approach.

7. A Program for the Professional Preparation of Vocational Teachers of Occupational Orientation

Applicant Organization:	Texas A & M University College Station, Texas 77843
Duration of Project:	6/1/72 through 8/31/73
Total Expenditures Required for Proposed Project:	$59,438.96
Funds Requested for Support of Proposed Project:	$14,000.00

Brief Description of Project

This project is directed to the educational needs of individuals who are serving or will be serving as occupational orientation personnel in Texas schools. Measurable changes in knowledge, skills, and attitudes relevant to occupational orientation will be attained by means of a carefully planned program of experiences extending over a period of 15 months, June 1, 1972, through August 31, 1973. The project will be organized into two major segments--an academic year program and a summer program.

Faculty from the Texas A & M University College of Education and visiting lecturers and consultants will provide the instruction.

8. CVAE Academic Instructional System In-Service Institute

Applicant Organization:	Region 1 Education Service Center 101 South Tenth Street Edinburg, Texas 78539

Duration of Project:	7/1/72 through 6/30/73
Total Expenditures Required for Proposed Project:	$53,120
Funds Requested for Support of the Project:	$25,540

Brief Description of Project

The proposal to train CVAE academic teachers to function effectively as classroom learning managers using a newly developed instructional systems approach for individualizing instruction is designed to utilize a combination of educational resources in Region I, including ten local school districts, Pan American University, and various departments of Region I Education Service Center. Representatives from these various institutions have been consulted concerning the CVAE instructional system and have input into the planning of this in-service training project.

This newly developed CVAE academic instructional system is developed specifically to meet Objective No. 2 of the State of Texas CVAE program, which states: "To provide students with an academic curriculum that departs from traditional methods of teaching at a level where they can succeed." Now that a part of this instructional system has been developed, and the remainder of the system is to be completed by September, 1973, CVAE academic teachers throughout the state need training in instructional systems design, behavioralized instruction, underlying principles of learning theories and an overview understanding of career education. These teachers will follow through during the 1972-73 school year by using this program in their classrooms. In effect, this will be a limited implementation of a Texas developed prototype of academic instruction for educationally disenchanted, dropout potential, youth, and a developmental test of the logistics problems involved in training and retraining teachers all across Texas to use this new systems-designed, behavioralized, vocationally-coordinated academic curriculum.

Following the summer training, the participating CVAE academic teachers, their school superintendents, LEA vocational and other supervisors and Region I officials will engage in cooperative strategies for carrying into action the effective teaching techniques of this project.

The specific intentions of this project are to:

(a) prepare 100 professional persons as academic CVAE personnel through in-service training;

(b) effect the establishment of a preparation program for academic teachers of CVAE at Pan American University; and

(e) improve academic programs of CVAE in participating school districts.

This project was submitted under EPDA, Part F, Section 553, but the project was eligible for funding from other funds and other funds were used to conserve the State's Part F grant.

9. In-Service Training Conference for Career Education Personnel Employed through Regional Education Service Centers

Applicant Organization:	Region XI Education Service Center 2821 Cullen Street Fort Worth, Texas 76107
Duration of Project:	7/15/72 through 10/15/72
Total Expenditures Required for Proposed Project:	$3,669.79
Funds Requested for Support of Proposed Project:	$1,935.79

Brief Description of Project

This institution will offer a three-day conference, July 25, through July 27, 1972, for approximately 40 service center personnel with about 40 other educators from the state. The participants will receive broad orientation to career education. Emphasis will be placed on Awareness K-6, Investigation 7-8, and Exploration 9. Also, participants will receive a tentative framework for developing comprehensive K-12 career education programs. Resources as local, state, and regional consultants whose training and experience qualify them to provide the orientation projected will be secured.

The program format will include general sessions, group sessions, and seminar groups. It is anticipated that the chief outcome will be better informed staff with a greater interest in career education and increased ability to provide leadership and services to local education agencies.

Participants will be asked to react to the efficacy of the conference on an expressionnaire. Verbalization of participants will provide further information with implications for planning of future in-service activities of this type. Long-range evaluation may be done by securing supervisor reactions to attitudes and competence of the participants of the conference.

10. Conference on Competency-Based Vocational Teacher Certification

Applicant Organization:	EPD Consortium D Post Office Box 1300 Richardson, Texas 75080

Duration of Project:	10/1/72 through 12/31/72
Total Expenditures Required for Proposed Project:	$22,918
Funds Requested for Support of Proposed Project:	$22,918

Brief Description of Project

The proposed conference will train 32 educational personnel who are State Directors of Vocational Education, State Directors of EPDA, State Certification Officers, deans of colleges or vocational teacher trainers from Texas, Oklahoma, Arkansas, Louisiana, New Mexico, Washington, Florida, and West Virginia.

The specific intentions of the conference are to:

(a) make four professionals from the eight states aware of competency-based vocational teacher education; and

(b) demonstrate techniques for installation of competency-based teacher education.

11. Project PSTT: Post-Secondary Teacher Training

Applicant Organization:	EPD Consortium D Post Office Box 1300 Richardson, Texas 75080
Duration of Project:	1/1/73 through 6/30/73
Funds Requested for Support of Proposed Project:	$35,209

Brief Description of Project

The specific intentions of Project PSTT are to train a minimum of 30 vocational-technical post-secondary teachers by:

(a) providing on-site short-term in-service training;

(b) providing training for college credit at both the graduate and undergraduate level; and

(c) providing training expertise and technical assistance to the vocational-technical directors of the participating community colleges.

The program design includes:

(a) on-site visits and in-service training for the participating community colleges;

(b) courses for both graduate and undergraduate college credit to be taught on the participating community college campuses during the spring of 1973; and

(c) competency-based courses developed on the basis of completed research report during the fall of 1972.

The evaluation will be based on specific competencies developed by trainees during the spring of 1973.

12. An In-Service Education Program for Post-Secondary Vocational-Technical Teachers

Applicant Organization:	Texas A & M University College Station, Texas 77843
Duration of Project:	1/1/73 through 6/30/73
Total Expenditures Required for Proposed Project:	$41,290.00
Funds Requested for Support of Proposed Project:	$37,736.92

Brief Description of Project

This project is designed as an in-service education program in methods and media for 50 post-secondary vocational-technical teachers in the Texas Gulf Coast area and a program to develop five self-instructional units to be used in future in-service programs. Measured improvments in teaching strategies would be attained by the participants in the in-service program. The self-instructional units will be developed as prototype units in the areas of methods of teaching and audio-visual communication. Each unit will be processed through an R & D model that will include, in Phase III, field evaluation and revision.

13. Community College Teacher Education Project

Applicant Organization:	Sam Houston State University Huntsville, Texas 77340
Duration of Project:	1/8/73 through 5/30/73
Total Expenditures Required for Proposed Project:	$6,745

Funds Requested for Support
of Proposed Project: $2,160

Brief Description of Project

Under this project an in-service training program will be offered in the Houston area which will allow community college teachers to enroll for graduate or undergraduate on-campus credit according to need. The program will focus upon two organized classes with competency objectives and be scheduled during the spring semester of 1973.

14. Recent Innovations in Materials of Construction for Vocational Teachers

Applicant Organization: Texas A & M University
College Station, Texas 77843

Duration of Project: 5/21/73 through 6/1/73

Funds Requested for Support
of Proposed Project: $11,880

Brief Description of Project

The instruction and laboratory work will introduce the participant to current and relevant innovations in materials of construction in such a way as to:

(a) gain insight and familiarity with these innovations; and

(b) be able to effectively introduce these innovations to their students.

Specifically, the participants will be able to introduce real-life case examples in statistics, special portland cement concretes, asphaltic materials, plastics, and wood. Additionally, each participant will be introduced to the use of videotapes for instructional purposes.

UTAH

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State Part F Coordinator

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1. Vocational Education--Individualized Instruction Workshops

Early in 1972, a cadre of special instructors were given training by Dr. Robert Mager in the use of criterion-referenced instruction. This method of instruction along with recently developed curriculum guides in many areas of vocational education is being presented to as many of the state's teaching and administrative staffs in vocational education as is possible. At the end of the instructional period, the students or teachers should be able to write behavioral objectives and use the processes of criterion-referenced instruction in relation to the courses they are assigned to teach.

The participants in the workshops do not receive a stipend but may receive university credit for attending the workshop. EPDA funds are used to defray the expenses of instructors and for the publication of student workbooks and other instructional materials. It is anticipated that 400 participants will be involved in these workshops within the next 12 months. The workshops are located in centralized areas throughout the state and are held at times convenient for the students.

2. Program for Training Work Center Directors and Teachers of the Handicapped

This program is established to train special education, vocational education, and vocational rehabilitation personnel to better serve the handicapped. The program provides up-to-date information in three general areas: (a) work evaluation and on-the-job placement, (b) work activity sheltered workshops, and (c) skill training.

Another purpose of the workshop is to share successful methods which have been developed by the participants and to develop new methods and procedures for use with the handicapped persons.

Eight workshops involving approximately forty-five people are scheduled to be held at strategic locations throughout the state during the 1972-73 school year.

WASHINGTON

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1. Personalized Instructional Materials Development for Vocational Education

Objectives - To identify 40 to 50 vocational instructors who are now teaching, but have less than 60 clock hours of teacher training, and provide them with in-service training between July 1, 1972, and June 30, 1973, at a cost of $18,000.

The project director will determine with the identified vocational education instructor and his vocational education administrator, the type of instructional methods and materials the instructor must urgently needs to develop for his teaching assignment.

The project director will supply the study materials and assignments to aid the identified vocational education instructor in developing his own teaching materials.

A project timeline on the study materials and assignments will be written by the project director for the identified vocational education instructor.

The identified vocational education instructor will complete the assignments for the project director with the instructor's vocational education administrator as proctor.

Description - Identification will be made of isolated, relatively new instructors in vocational-technical education from schools, institutes and colleges having one such vocational instructor to large institutions having a few entry level instructors among many experienced teachers. These new instructors, with their administrator's approval, who agree to participate will be given personalized Instructional Materials Development.

Learning packets or lesson mailers will be developed and used for continued contact with these participants. Identified performance of these instructors by local administrators and by the project director will develop continued positive reinforcement. Resource persons will contact them personally, by phone, mail, in small group meetings, and some group meetings for all participants.

Content of the Personalized Instructional Materials will be determined by teacher educators, the vocational instructor's administrators, and some vocational instructor participants' requests. This will undoubtedly initiate or improve upon a participant's occupational analysis, utilization of advisory committees, lesson planning, student leadership development, class testing and measurement. Evaluation (quality assurance) will continually attempt to measure these improvements.

2. Identification of In-Service Personnel Development Needs in Career Awareness for Pacific Northwest Metropolitan Cities

Metropolitan cities are faced with practically all aspects of the cultural pluralistic variables affecting social and economic values in

American life. The city-school system is the center of learning activity within the metropolitan district; they are confronted with many of the same problems as that of city government and business. Adequate financing, relevant and meaningful education, personnel development, establishment of priorities, development of goals and objectives, adjustment to change, organized labor, the counter-culture, large corporations, private business and industry, the homeowner, the ghetto, minority group activism and many other variables create the cultural pluralism of today. Education has not been able to adjust readily to these paramount existing situations.

Certain truths and assumptions were agreed upon:

(a) Both Portland and Seattle Public Schools have expressed their desire in conducting this research of determining in-service personnel needs of elementary teachers. Both systems have allocated human and financial resources to the career awareness thrust.

(b) Experienced elementary teachers have not been exposed, in any great depth, to the career awareness philosophy which they need for implementing curricula and instructional strategies. Research would identify those areas which should receive attention for in-service personnel development.

(c) Student needs cannot be met unless research is conducted which identifies the skills, knowledge, understanding and problem-solving abilities needed for developing a satisfactory life style.

(d) Business, industrial and governmental needs cannot be met unless we develop a competent and productive work force in our capitalistic economy.

(e) Elementary teachers cannot acquire the insight and understanding of careers without adequate change factors influencing their teaching styles; therefore, there needs to be research in the areas of teacher needs. We need to determine if there are differences existing between those elementary schools in suburban areas and those located in highly concentrated minority group areas.

(f) Both the State Boards of Education in Oregon and Washington have stated an expressed need for this kind of research.

In-service personnel development programs are essential to the betterment and development of teachers' needs both on a personal and professional basis. It is anticipated as a result of this research study, higher education, state boards of public instruction, and public schools will be able to plan and organize meaningful personnel development programs in the area of career development and awareness.

There have been numerous states initiating career awareness programs in elementary schools; both Oregon and Washington have conducted pilot programs in varying degree. Both Portland and Seattle Public Schools

have experimented with selected elementary schools. The major thrust as nearly as can be determined is that both school systems are seeking information which will assist in the planning and development of immediate and long-range in-service personnel development career awareness programs for elementary teachers.

This research could possible have implications to other metropolitan areas seeking to find solutions to in-service personnel development needs.

The purpose of the study is to determine the needs or priorities for needed change in elementary teachers in order to carry out career awareness goals and objectives. The findings of the research should be of interest in the following areas:

(a) Higher education might better plan and organize teacher education programs for metropolitan area school systems in meeting the ever increasing demands of in-service personnel development. The results could possibly be of direct assistance to the Oregon State University Career Education Center being created in Portland under a USOE grant. It would probably be of direct assistance to Portland and Seattle Public Schools in meeting the needs of elementary teaching personnel. The Personnel Departments of both cities might better plan effective elementary personnel development programs.

(b) State departments of public education could possibly benefit from the findings, and be better equipped to advise other public schools as to alternative methods of carrying out in-service personnel development programs in the career awareness areas of education.

(c) Other metropolitan areas might benefit from the findings in planning career awareness programs and the development of in-service personnel programs.

(d) The study might serve as a model for replication in other metropolitan cities.

(e) Business and industrial institutions could possibly benefit from the findings in preparing public information materials for elementary schools.

(f) The findings could assist substantially in the development of curriculum materials and instructional strategies in elementary schools.

(g) By identifying the needs or priorities for in-service personnel development, federal, state and local agencies might better allocate financial resources so that the highest possible return-on-investment in teacher human resources development might be attained.

3. Vocational Educators' Up-Date

Objective - To provide 50 to 100 vocational instructors, selected by their local vocational education directors, with the opportunity to up-date their skills in their occupational specialty.

An advisory committee (composition: vocational education directors and industry experts) will guide and advise the director in the operation of "Vocational Educators' Up-Date."

Although it is expected that a majority of the participants will be selected from the primary area, no teacher from any school in the State of Washington will be excluded if the resources of the project will permit, or if the local vocational education director will provide the necessary funds for travel, lodging, and subsistence. "Vocational Educators' Up-Date" is considered a pilot project during this initial year; hence the primary area concept; i.e., a greater availability of participants and job stations.

There will be five areas of concentration:

Welding Technology

The very newest in welding equipment will be set up in welding shop at Renton Vocational Technical Institute by the equipment manufacturer. The proper use of this equipment will be taught to the teachers by the manufacturers' representatives.

The program will accommodate no more than 25 participants each rotating among the various welding machines; each getting enough "hands-on" experience to be able to weld (hence a completed performance objective), on the machine(s) of his option.

Business Education

The coordinator will arrange for "hands-on" experiences such as, but not confined to, the following:

(a) Participation by business education teachers in the secretarial pools of a large business concern so that they may be involved in taking dictation and typing letters.

(b) "In-basket" experiences with administrators or business executives providing live situations with the secretary (the business education teacher in this role) making the decisions.

Distributive Education

Two areas of interest in this area might be: point of sale use of the computer in a modern department store such as Nordstrom Best. This could include a "hands-on" experience of running the cash register computer and using the scanner pencils as an input device. This should be followed by a behind-the-scenes view of the output information of the computer and how it is used to reorder merchandise, check credit, control inventory levels, and rank the selling efforts of sales people.

Another experience of value is the hiring procedures of a large department store (The J. C. Penney Company at Southcenter, for instance). The D. E. instructor could observe the hiring procedures of sales people

including interviewing by the personnel manager. After observing some interviews, the instructor could conduct some interviews under the guidance of the personnel manager. Then the two could analyze the attitudes and qualifications of the various insight into what attributes a company is looking for in prospective employees.

Auto Mechanics

A major skill problem in this area is that of keeping current on new technological developments. Seminars are needed in such areas as rotary engines, and the latest emission control devices.

Electronics Technology

The advisory committee noted skill deterioration in the areas of transitors and integrated circuitry. In general, it is felt that skill up-dates in electronics could best be accomplished by summer employment in the industry and one-day seminars.

As described earlier, the up-date experiences and job stations developed by this sub-project will be maintained from year to year as a part of the delivery system of teacher education.

In addition to this, additional training stations will be developed for at least two succeeding years in different vocational skill areas, as well as different geographical areas of the state.

The above timeline for the development of this delivery system is recommended by the Program Administrator of Leadership Development and the statewide EPDA Advisory Committee.

This type of "hands-on" training will become a permanent part of teacher training if the state offices will encourage technical institutes and community colleges to commit to the program on an "FTE" basis.

4. Cooperative Education

Objectives - To organize and implement training programs for 150-250 experienced and/or potential cooperative educators from all occupational categories to provide them with knowledge and understanding of the emerging issues involved in effective career development. This program will be carried out in the following phases and will be either completed or encumbered by June 30, 1973.

Fort Steilacoom Community College District No. 11 (FSCC) will cooperate with the Coordinating Council, the other community colleges, technical institutes, and common schools within the State of Washington. No teacher or potential educator will be excluded if the resources of the project will permit. FSCC will also arrange appropriate certification of the training and/or college credit with Eastern Washington State College, Pacific Lutheran University, and others.

There will be three coordinators who are occupational specialists in cooperative education. Their duties fall in four areas:

(a) selection of the participants,

(b) arranging for all details of the Regional Training Programs which are scheduled to occur in June, 1973,

(c) evaluation of the accomplishment of the Regional Training Programs, and

(d) recommendations for incorporation of the format for training into the delivery system of the state.

The director and the three coordinators are responsible for the overall planning and effecting of the project.

The Advisory Committee gives overall guidance and direction to the director of the Cooperative Education Training Project. The director supervises the three coordinators and the performance contracts in the regional areas and articulates with the coordinators and the consultants to insure the effective implementation of the program.

The three coordinators work with the consultant specialists to see that the educational program is on schedule, that the instructors are completely informed and knowledgeable on the objectives of the projects, and that the proper quality of the experience is maintained so that a measurable evaluation may be performed at the termination of the regional meetings.

The director will also be responsible for publicity on the program (letters, brochures, etc.) as well as providing the cohesive integration between the above mentioned components and the proper administrators of the Coordinating Council for Occupational Education in Olympia.

Details of the regional meetings, dates, time, and sequence of presentation are to be determined. Topical areas could perhaps be something of this nature:

(a) current trends in cooperative education,

(b) contemporary issues in cooperative education,

(c) experimental approaches to the world of work,

(d) occupational awareness, and

(e) occupational opportunities and relevant skills.

The variety and extent of the types of industrial and research experiences which will be made available to the participants will be defined by the director and coordinators.

All cooperative educators, potential or experienced, who desire to train in this specialized area are eligible to participate in the project within the resources of the grant, the individual, and the capacity of the Regional Training Programs.

The community will be involved in this project through the citizen members on the advisory committee.

Industry will be involved through the training consultants in the Regional Training Programs.

Educators or potential (cooperative educators) will be the Cooperative Education Training Project.

5. The Professional Internship Exchange Program in Cooperative Vocational Education

Objectives - To aid vocational education in more effectively recruiting and preparing educational personnel to meet the explicit needs of youth and adults for the world of work. Through the professional internship exchange program, teacher-coordinators and business/industrial representatives will better understand and appreciate the complex nature of work and education. Teacher-coordinators need to be kept abreast with job changes, task analysis and those areas of occupations which will provide employment for the future.

It is apparent that vocational teacher-coordinators of cooperative programs need to be up-dated in their understanding and appreciation of the changing job requirements in today's labor market. Through discussions with leaders in vocational education, vocational teachers, industrial leaders and business management, it was determined that the need for conducting exchange internship programs is essential. The feedback from the present ten centers is also evidence of this need. The participants have all exhibited extreme favor and enthusiasm for the program.

Teachers are anxious to become involved in the project and business/industry is most willing to cooperate in fulfilling this need. The Washington State Coordinating Council for Occupational Education and Eastern Washington State College are much in favor of having teacher-coordinators involved in meeting professional development needs. It is also essential that we meet the needs of youth and adults (including those with special needs). Their need to become employable and to be economically independent is the responsibility of vocational education. The following major needs are met through this project:

(a) All vocational teachers need to have actual experience in business/industry in order to make their particular discipline more relevant to students. The need for teacher-coordinators to understand the many ramifications of today's complex business and industrial world enables them to go back to their individual situations and produce creative programs in their schools.

(b) Students' needs are more effectively met because the teacher-coordinator knows more precisely what cognitive, affective, and sensory objectives need to be accomplished.

(c) Business and industry becomes more aware of vocational education needs by participation in the project and in return vocational education becomes more cognizant of business/industrial needs.

(d) Vocational co perative students, including students with special needs, benefit from this program by having a business or industrial leader in their instructional program. These leaders team-teach the cooperative related instruction with the teacher-coordinator. Vocational education needs to acquire greater assistance from business and industry. This program fills that much needed gap, and it also enhances the opportunity for gainful employment for cooperative education students.

(e) The need for greater participation between business/industry and teacher training institutions results in a more effective teacher education in vocational education.

(f) State Vocational Divisions need to become more involved with business, industry, and teacher training institutions. This project creates greater continuity in teacher training and the accomplishment of vocational teacher education objectives.

It is of particular significance that the needs of today's vocational teachers and pupils are met through complete involvement. Business, industry and vocational education cooperate together in making the project a relevant and meaningful accomplishment. Greater participation between higher education, the Coordinating Council for Occupational Education, community colleges, vocational-technical institutes, and local school districts is essential. This project is one that should be conducted on a continuing basis and it is anticipated that in the forthcoming years the total involve ent concept between the various agencies, business and industry would be met.

In order to insure that the project meets the needs of cooperative vocational teacher-coordinators, cooperative education students, youth with special needs, business/industry, teacher education and the Washington State Coordinating Council for Occupational Education, it was essential that objectives be formulated to carry out the purposes of the project. It was necessary that evaluation of objective accomplishments be conducted and that continued follow-up be carried on upon completion of phase one. The following performance objectives were the central focusing points of the project:

(a) To provide ten teacher-coordinators with professional experience in a related business or industrial firm pertaining to their vocational instructional area so that they will maintain an understanding and appreciation of the changing world of work. Through this experience they would return to their individual situations to provide leadership in creating innovative cooperative programs to meet the needs of all youth needing and wanting vocational education.

(b) To ascertain ten business/industrial exchange teachers who will provide related instruction to cooperative vocational students and to youths with special needs. These students would include minority and disadvantaged groups.

(c) To obtain the services of business, industry, public and private organizations and other agencies in order that vocational education may be carried on in a more effective environment. Meeting the needs of vocational students through this process will improve the opportunity for gainful employment.

(d) To establish greater participation and cooperation between teacher-education and the State Coordinating Council.

(e) To provide a pre-session and post-session for both the participating teacher-coordinators and business/industrial exchange teaching representatives. To provide the opportunity for involvement between the participants in carrying out the project objectives so that the needs will be met and the professional improvement needs of teacher-coordinators be accomplished.

(f) To provide ten business and industrial firms with the opportunity to become more cognizant of their role in meeting the needs of today's youth in a complex socioeconomic society, and to promote this concept on a continuing basis Public agencies would also be included in this concept.

6. Analysis of Personnel Development Programs for Vocational Education in the State of Washington

Objectives - To analyze the personnel development programs for vocational education in the State of Washington and assist the Coordinating Council for Occupational Education in developing guidelines towards an improved personnel development program delivery system. This program will be carried out in the following phases:

(a) Identifying the role of each personnel development program in the state including those in (1) four-year public colleges and universities; (2) those provided by technical institutes and community colleges; (3) those programs conducted by local school districts within the state; (4) those programs offered by the Coordinating Council and other agencies; and (5) other programs such as workshops, seminars, and conferences which lend themselves to personnel development work.

(b) To determine the background of training for vocational personnel in the State of Washington including: (1) experience in related areas; (2) general education; (3) professional development; (4) technical training (agriculture, D.E., T & I, etc.); and (5) total teaching experience.

The survey of the four-year institutions as to the amount and depth of each vocational teacher training and in-service program being

conducted will be carried out via a formal mail-out survey form which will be conducted under the supervision of a panel of consultants (advisory groups).

The survey of the community colleges, technical institutes, and common schools will be conducted through a formal mail-out survey to each of the directors (or equivalent) of vocational programs in that institution or agency. This survey will include seeking information regarding the type and amount of orientation programs; and type and amount of in-service training programs.

The determination of the backgrounds of present teaching personnel will be conducted by: (1) random sampling of the vocational certification applications located in the personnel office of the Coordinating Council for Occupational Education; and (2) by seeking that information that is currently available in the State Board for Community College Education.

The local institutions will cooperate directly with the Washington State University in utilizing their present services and expertise in developing the necessary survey forms and sampling systems.

This project will be conducted by the sub-project manager with part-time assistance from various clerical people. It is anticipated that approximately 1,200 hours will be necessary in the period from December, 1972, through June 30, 1973, to complete this project.

It is anticipated that the panel of consultants will be used in the place of lecturers and could utilize as much as six man-days of work time. These consultants would be used in guiding the project and giving general overall advice.

Information concerning the project will be forwarded to each project participant such as the various vocational directors.

When the project is completed, the summary of the project will be made available through the Office of the Coordinating Council for Occupational Education, the Office of the Superintendent of Public Instruction, the State Board for Community College Education, and the various public four-year colleges and universities.

This project will be assessed and evaluated by the panel of consultants as previously listed. The panel will address itself to measuring the extent to which the stated objectives have been achieved and recommendations from them will be forwarded to the Personnel Office of the Coordinating Council for Occupational Education.

WEST VIRGINIA

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1. Competency Based Graduate Program in Vocational Education,
Sub-contractor: Marshall University

This project, in its first phase of three phases, is designed to identify competencies needed by vocational education personnel appropriate to graduate education, develop a competency based graduate program with options for selected career goals, and establish procedures for evaluating prior competencies.

2. Strategies for Developing Career Education Programs,
Sub-contractor: Marshall University

Designed to provide career education experiences for 120 public school administrators, five one-week workshops were held during the summer of 1972. A practicum in organizing for career education curriculum development followed these workshops.

3. Occupational Education for the Handicapped,
Sub-contractor: Brooke County Board of Education,
Wellsburg, West Virginia

Organized as a summer institute followed by a practicum, this personnel development program for twenty-eight teachers was designed to develop a curriculum guide centering around the characteristics and vocational needs of handicapped students.

4. Vocational Education for the Rural Disadvantaged,
Sub-contractor: Fairmont State College,
Fairmont, West Virginia

Thirty vocational teachers from rural areas of the state are engaged in a teaching practicum following three weeks of intensive training. This intensive training was designed to sensitize teachers in areas of identifying characteristics, learning and motivational problems, special needs, and integrating disadvantaged into the mainstream of vocational education.

5. Consumer Education for Depressed Rural Areas,
Sub-contractor: Glenville State College,
Glenville, West Virginia

This personnel development program was designed as a summer institute to be followed by a teaching practicum. Thirty teachers from six

vocational areas were involved in the institute to design consumer education units appropriate to their own specialization area.

6. Career Education Curriculum Development Workshop,
Sub-contractor: Raleigh County Board of Education,
Beckley, West Virginia

As a personnel development supplement to a career education exemplary project, a three-week workshop for 45 K-9 teachers was designed to involve teachers in comprehending and applying concepts in career education to the development of teaching units in a blended curriculum. A practicum followed the workshop providing for the implementation and evaluation of the teaching units.

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1. Doctoral Intern Program

The purpose is to expand an intern program to two doctoral candidates per year which will utilize the resources of the University of Wisconsin; Wisconsin Board of Vocational, Technical and Adult Education; and the State Department of Public Instruction.

Currently, a department chairman in the area of accounting from a local technical institute is enrolled in a doctoral program in educational administration and is employed half-time at the State Board office. The candidate under the "guidance" of the EPDA Committee, and EPDA Coordinator, is "housed" in the Bureau of Research, Professional and Student Development.

The practicum experiences in accordance with university requirements, State Board priorities, and the student's interests aptitudes and goals, consist of an initial orientation through interviews with five bureau directors and state staff in several disciplines followed by in-depth "study" in an area of interest. The candidate is studying individual district budgets to be used as a basis for development of common budget formats. Other experiences include involvement in curriculum workshops, research seminars, meetings with advisory committee and other state agencies, e.g., state advisory council, education communications board, budget hearings, local directors meetings, etc.

2. Project Upgrade: Administrative Leadership in Vocational Curriculum Development

The purpose is to upgrade curriculum planning, development, evaluation and administrative capabilities of twenty local vocational education coordinators on the secondary level who would be used as a cadre to train one hundred additional LVEC's through a decentralized educational telephone network (ETN) approach. The cadre was trained at a four-week seminar including topics, e.g., overall picture of vocational education, occupational cluster concepts, curriculum development models, diagnosis of needs, task analysis performance objectives, course construction, evaluation, in-service staff development, etc. The ETN phase is progressing successfully with 120 participants.

3. Leadership Development Seminar

The purpose was to provide a five-day seminar to upgrade the program development, leadership and management skills needed by fifty newly appointed post-secondary vocational, technical and adult education coordinators, supervisors and administrators.

Participants were involved in three days of simulation exercises as district staff-making decisions, plans, models, and prescribing action in several areas, e.g., development of a district philosophy, district model for program development, identification of needs, task analysis, implementation strategies, instructional strategies, evaluation, etc. Two days were spent in group activities on the following activities: management theories, MBO, staff development, staff motivation, human relations, communications, etc.

Evaluation by the participants indicated a desire for a sequel with suggestions for modifications. A final report is being compiled.

VIRGIN ISLANDS

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The Department of Education, Division of Vocational and Technical Education has a publication entitled "Total Awareness--Total Commitment" which is the final report of projects funded in 1970-71 with Part F, 553 funds.

REPORTS IN THE

CAREER AND VOCATIONAL EDUCATION PROFESSIONAL DEVELOPMENT SERIES

1. Coster, John K. **The Development of a Vocational-Technical Education Personnel Development Program in a State**

2. Coster, John K. and Nicholas L. Paul. **Seminar for Developing State Programs for Vocational Education Professional Personnel**

3. Coster, John K., and Sue J. King. **Conference of Vocational Education Personnel Development Coordinators**

4. Drewes, Donald W. **A Planning System for the Implementation of Section 553, Education Professions Development Act, in State Agencies for Vocational Education.**

5. Klein, Gerald. **A Suggested Procedure for Preparing Budget Notes and Contractual Agreements for Projects Funded Under EPDA, Part F** OUT OF PRINT

6. Shook, Mollie W., editor. **A Preliminary Survey of Professional Development Programs Funded Under Section 553, Education Professions Development Act**

7. Shook, Mollie W. **The Impact of Vocational Education Professional Development**